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ABSTRACT

This guide presents activities and materials developed by seven Ohio school districts. The purpose of the project is to share resources so that other school districts can benefit from developmental project efforts by adopting practical educational products and ideas into their systems. The guide is to be used by counselors in conducting group guidance activities for junior high school students. Group process guidelines are offered, and it is emphasized that one of the counselor's major tasks is to develop a climate of trust, acceptance, respect and cooperation within the group. A total of 63 activities comprise the program. Complete directions are given, as well as (when needed) materials for duplication. Activities were selected on the basis of effective field test results and potential for use by a large number of schools. (Author/BP)

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ED154327

A SOURCEBOOK OF ACTIVITIES FOR STUDENT GUIDANCE

GRADES 7-9

Developed by
Parma City Schools

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CG 012647

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Ashland County-West Holmes Joint Vocational School
Cincinnati Public Schools
Cleveland Public Schools
Columbus Public Schools
Parma City Schools
Rocky River City Schools
Struthers City Schools

The materials included within the series were developed under grants awarded to the above mentioned school districts by the Division of Planning and Evaluation during the past two years.

The Instructional Materials Exchange has been initiated so that more Ohio school districts can benefit from developmental project efforts by adopting practical educational products and ideas into their systems. If this pilot effort is successful, as evidenced by sufficient numbers of educators requesting materials, the dissemination effort will be expanded to include a greater variety of educational products.

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We welcome your comments regarding the materials provided, as well as your recommendations for future inclusions of products and ideas within the Instructional Materials Exchange program.

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USE OF MATERIALS

The group advisor has several responsibilities in conducting guidance activities for junior high school students. First, the group advisor is responsible for developing a climate conducive to trust, acceptance, respect, cooperation and caring within the group. Only when students feel free to take a look at themselves will they do so.

There is no simple answer for building trust in the group. There are, however, some guidelines one may wish to follow in order to facilitate the development of trust in the group:

1. Be patient; groups develop over time. One group may be really moving by the third week, while another group may not begin moving until the seventh week.
2. Be personal with the group members. Refer to the members by name and maintain comfortable eye contact with the members as they share their experiences with the group.
3. Encourage students to refer to themselves in "I" language rather than we, you, us, or it. "I am confused" has much more personal meaning than "It is confusing."
4. Intervene at appropriate times. When intervening, avoid putting down the student who was involved in the inconsiderate act.
5. Encourage student participation. This does not mean forcing a student to take part in the activities; it does mean demonstrating that the listener is interested in the student and what he has to say. The leader's expression of interest and caring may be the most important variable in building trust in the group.
6. Allow students the right to pass on any activity they do not want to take part in. Giving students choices means allowing them the right to pass if they choose to do so.
7. The leader should share himself/herself with the group. Take part in the activities and work through them as the group does. Be careful however, in sharing your responses to the exercises, as students often feel they should respond in ways similar to the leader. Generally it is best to share your responses toward the end of the activity.
8. Initially work toward establishing an accepting and caring relationship with the students. In the early stages listen to the students' responses and respond emphatically to such statements.

The second major responsibility of the group advisor in conducting the program is that of being flexible to meet the needs of the group. The handbook is not intended to be a rigid lockstep lesson plan which must be followed at all costs. It is intended to be a guide and resource to the leader. It seems that one characteristic of an effective group advisor is that of being sensitive to the needs of the group, so that he/she can match the activities with the development needs of the group.

The activities in the handbook has been structured with the developmental nature of groups in mind. However, each group is different and may call for a different sequencing. This re-structuring is a decision for the leader to make based on the composition of the group, the cohesion of the group, and the level of felt trust in the group. As a general rule, follow the activities in the handbook as long as the group is going well. If the group begins to bog down and signs of apathy or hostility appear, the leader may want to use a fishbowl design to give the students a chance to ventilate their feelings. The fishbowl design is excellent for uncovering and working through any fears, hostilities, or frustrations the students may feel toward these activities.

It sometimes takes as much time to discuss and work through the feelings and concerns which surface during the exercise as it does to work through the exercise itself. Therefore, the group advisor should allow time, both during and after the exercise, to process the learnings and insights which the exercises may generate. The group advisor is a helper to the students and the principles of the helping relationship are as applicable to the group work as they are to a one-to-one relationship.

In summary, the group advisor is responsible for building a climate of trust and acceptance in the group, for directing the activities and encouraging student participation, for taking time to process the learnings that result from the activities, and for being sensitive to the needs of the groups.

INITIAL EXERCISE RECOMMENDATIONS

INITIAL EXERCISE RECOMMENDATIONS

ACTIVITY 1

Phase I — 10 MINUTES

The students are to break up into groups of two's. They are instructed to face each other and for the next ten minutes find out all they can about each other. Examples: their beliefs, likes and dislikes and goals, what kind of person each other is, etc. Attempt to steer them away from relaying only facts which makes it extremely difficult for another person to get to know them.

Phase II — 10 MINUTES

Merge the groups of two into groups of four (two groups merge together). Follow the same pattern as in Phase I.

Phase III — 10 MINUTES

Merge the groups of fours into eights-if enough students are available or into groups of 6 or 7 if appropriate. Now continue the same pattern of communication (getting to know each other as in Phase I.)

ACTIVITY 2

Distribute a single copy of the "self-awareness" exercise sheet to each group of 6 or 8 students. Instruct them to express to their groups their "true feelings" about each of the items. Be sure each member participates.

Note: As an observer, note the change in the group as they discuss certain statements which may be somewhat of a threat to the individual or group or advisor.

ACTIVITY 3

Distribute copies of the sheets either (a) *characteristics of a good student* or (b) *characteristics of a good teacher*.

After giving all the original groups enough time to reach a consensus on the *most important* and *least important* items, then mix groups — shift half to one group in exchange for part of another group. This will enable each group to have members (approximately the same number) from the original and from a new group.

Let the mixed groups come to a consensus on the characteristics. Give them time to disagree, express loyalty towards their original group consensus, etc.

ACTIVITY 4

Evaluation of Committee Task

Follow the directions as listed on the "evaluation of the Committee Task Exercise. "This phase may be used at any time deemed necessary after the students have completed some type of "consensus making" activity.

ACTIVITY 5

If you desire you may want to have the groups do a little "soul searching" and become involved in the "ideal school exercise". A recorder should be available in the event the students would like to present these ideas eventually to other teachers or administrators.

SELF AWARENESS EXERCISE

Instructions for this exercise will be given to you by the advisement teacher. Be sure that every member of your group participates in the discussion.

a. 1. When I enter a new group I feel . . .
   2. When people first meet me they . . .
   3. When someone does all the talking I . . .
   4. I expect a leader to . . .

b. 1. In a group, I am most afraid of . . .
   2. I am hurt most easily when . . .
   3. I feel left out of a group when . . .
   4. I trust those who . . .

c. 1. I feel closest to others when . . .
   2. I feel loved most when . . .
   3. My greatest strength is . . .
   4. I am . . .

CHARACTERISTICS OF A COMPETENT STUDENT

Select the three most important characteristics of a competent student. Rate them 1, 2, and 3.

Select the three least important characteristics and rate them 10, 11, and 12. Number 12 should be the least important of all.

Rank Characteristic

_____ Is a good talker.

_____ Belongs to and supports school activities and organizations.

_____ Improves himself by continuing to seek additional information and knowledge in his subjects.

_____ Relates well with his peers (students), teachers, and administrators.

_____ Takes part in after school and community affairs.

_____ Shows that he is able to work on his own.

_____ Shows willingness to change his viewpoint.

_____ Reflects a well-developed sense of humor.

_____ Can be trusted to fulfill his responsibility both in classroom assignments and in extra curricular activities (clubs and organizations).

_____ Supports his school and classmates at all times.

_____ Participates in classes to the best of his ability.

_____ Is able to "listen" to both his fellow students and teachers.

CHARACTERISTICS OF A COMPETENT TEACHER

Select the three most important characteristics of a competent teacher. Rate them 1, 2, and 3.

Select the three least important characteristics and rate them 11, 12 and 13. Number 13 should be the least important of all.

Rank Characteristics

_____ Is a good talker.

_____ Belongs to and supports professional teacher organizations.

_____ Improves himself by continuing his formal education, reading current journals, attending workshops, training programs, etc.

_____ Relates well with colleagues and students.

_____ Takes part in after school and community affairs.

_____ Shows ability to efficiently handle the administrative aspects of teaching such as grading, testing, keeping attendance records, etc.

_____ Encourages and experiments with new teaching techniques and methods to improve classroom instruction.

_____ Gives clear cut and understandable instructions to his students.

_____ Shows willingness to change his viewpoint in class and out of class.

_____ Reflects a well-developed sense of humor.

_____ Shows that he is willing to trust students to work on their own.

_____ Is able to really listen to students.

_____ Maintains strict discipline in the classroom.

EVALUATION OF THE TEAM TASK EXERCISE

You have just completed a group of tasks.

The following questions may assist you in making quick self-analysis as a springboard for discussion in this evaluation section:

1. In which group did I experience the most difficulty? Why?
2. How did I react to the rejection of my ideas? What behavior did I exhibit?
3. Did I block the group? How?
4 Did I help the group reach consensus? How?
5. How would I change my approach to be more effective?

IDEAL SCHOOL

You have real concerns for doing a good job as a Schaaf student. You also probably have some definite ideas as to what would make an ideal setup in a school for both teachers and students.

Imagine that you are a member of a committee that has been asked to recommend ideas for planning a completely new school that will be "student centered".

This is in no way to be just a traditional school. This is to be the most advanced school anyone can imagine. You are to make suggestions as to the school atmosphere you would envision. What will students do? How will they function? How will teachers interact with students? What learning experiences will pupils have?

After answering these questions, begin to design a school to fit the function.

1. For the next few minutes, sit silently and think about what your model school would be like.
2. Now, share your ideas, dreams and thoughts with other members of the group.

THE PROGRAM

Activity 1: NAME TAGS

Purpose:

To enable the students to express who they are to the other group members and to help the students become acquainted with all of the other group members.

Materials needed:

3 x 5 or 5 x 7 file cards
Marking pencils or felt-tip pens
Tape or pins

Procedures:

To begin, pass out the marking pencils and the cards to the students. The group advisor explains that each student is going to make a name tag for himself which will serve to introduce himself to the other group members. Each member is to put his name and three words or phrases about himself on the card. These three words or phrases may be anything about the person which will help the other members know him better. Some possible descriptions include: sensitive, stubborn, wise-guy, caring, I am confused, searching for answers, happy with life, a fun-loving person, etc. As the students finish writing their name tags, pass out the tape or pins and ask the students to place their name tags on their shirt or blouse where the other students may read them. When everyone has put on his name tag, ask the students to stand up and take a few minutes to mill around and non-verbally get acquainted with the other group members. If they want to ask a person about his or her name tag, tell them that there will be time to do so, but now is the time to get acquainted without talking.

When everyone has read everyone else's name tag, ask the students to sit down and then proceed with exercise number two.

Activity 2: INTRODUCTION TRIOS

Purpose:

To enable the students to become better acquainted with two other group members and to give the group members a feel for who everyone else in the group is.

Procedures:

The group advisor explains that the students will now have a chance to get to know two other group members better. The procedures are as follows:

1. Ask the students to form groups of three.
2. When these groups are formed, state that each person will now have from one to two minutes to verbally introduce himself to the other two people in the group.
3. After five minutes, stop the small group discussion and ask each person in each trio to label himself either an A, B, or C (making sure that each trio has an A, B, and C person.)
4. Instruct the trios that now each person in each trio will be introduced to the *total* group by another member of his trio in the following manner:

   A introduces B
   B introduces C
   C introduces A

5. Follow this procedure until everyone has been introduced.

Activity 3: CREATIVE CAPER

Purpose:

To challenge the students to be creative in a specific task, thereby illustrating the creative capacity they possess, and to stimulate them to discuss in depth the role of creativity in their lives.

Materials needed:

Wooden matches or tooth picks
Paper clips
Small pieces (6" x 6") of cardboard or posterboard
Rubber Bands
Pencils
Scissors

Procedures:

For best results divide the students into groups of four. If groups are larger, individual participation is lessened. In working with mixed groups, it is best to form groups of all boys and all girls for this exercise. Give each group a set of items composed of:

1. Four wooden matches or tooth picks
2. One paper clip
3. Two rubber bands.
4. A small piece of cardboard
5. Scissors and pencils can be made available for common use by the groups.

Instruct the groups that with the material you have presented they are to make some item that would be useful in any household kitchen. They are limited to the supplies you have provided, but they do not have to use all of them. They have access to the scissors for cutting the cardboard if they want to and they can use the pencils (or crayons) for decorating the item, when finished. Explain that the items will be judged on imaginativeness of purpose and efficiency of design.

Allow each group about 20–30 minutes to decide upon and execute their project.

When they have completed the task, each group should be asked to present and explain its creation to the other groups. It is not necessary to decide a winner, but if you want to, allow the students to choose the winning project.

Discussion of Creativity

At this point you can introduce the discussion by asking some of the following questions.

1. Did you think this exercise was hard? Fun? Silly? Interesting? Can you explain why you felt that way?
2. Did you think when you began that you would be able to make anything out of the materials you were given? Do you think that there are many other kinds of things you could make out of the same materials if you really worked at it?
3. When people can see new possibilities in common objects like those you used, we usually say they are creative. Did you feel that you were involved in a creative activity? What do you think creativity is? Do you think any person or group can be creative if they want to?
4. Can people be creative in other ways than just in making things? Can you give examples? Can you think of any persons you know who you feel are creative? In what ways are they creative?
5. Is it possible to "Live creatively" rather than just do some things creatively? What would it mean for a high school student to live creatively? A mother? A butcher?
6. Do you think the college students' reaction to "The Establishment" is a creative one? Why? What are (could be) some creative reactions?
7. Why do you think more people aren't creative? Do you think creativity is a special gift or do you think a person can develop creativity? How do you think he can go about doing it?
8. If you think a person can develop creativity, how do you think he can go about doing it?
9. Can people who are afraid of making mistakes be creative? Do you think we hurt the potential for creativity in others by ridiculing them? What's the difference between conformity, creativity, and anarchy?

Activity 4: SENSORY AWARENESS

Purpose:

To illustrate in an experimental way that most of us are not nearly aware of our surroundings as we think, and thus to stimulate a discussion on the value of sensory awareness and the ways of cultivating it.

Materials needed:

Blindfolds
A six inch square piece of paper cut from an ordinary brown grocery bag
A small container of mustard

Procedures:

If you are working with a small group (six to ten) ask each person to put on a blindfold. If you have a larger group, ask for six or eight volunteers (half boys and half girls in a mixed class).

After the blindfolds are on, instruct the students that you are going to ask them a series of questions. You will ask each in turn to attempt to answer the questions. If their answer is a guess, they should indicate this. If they don't know the answer, they should so indicate. (Those observing may participate by closing their eyes, but they should not give answers.) One person should keep a record of each person's answers. These are the questions:

1. Ask the students to tell you what color the walls of the room are painted. (Or pick out some other dominant item like drapes, the bulletin board, etc.)
2. Ask the students to tell you the color of your eyes.
3. Ask them to tell you if some popular boy or girl in the class is wearing a belt, wristwatch, etc.
4. Ask them to feel the piece of paper you prepared and tell them they have probably felt this kind of paper within the last several days. Can they say what kind of paper it is or where they felt it?
5. Ask them to try to identify the odor you present to them. (Hold open the mustard jar so each can smell it.)

You may expand this list of questions or substitute other similar items for the ones suggested above.

After you finish the questioning, the students may remove their blindfolds and you can present them with their "scores". As such, these are meaningless, but you may wish to comment on them. For example: everyone may have recognized the odor of mustard but only two may have known the color of your eyes, etc.

Now invite all the students (if some were just observers) to join in the second phase of the exercise. Explain that they are to try to observe as many things as they can in the room: colors, objectives, persons, etc., within a set time limit — about two minutes. When the two minutes are up, ask everyone to be seated and to close his eyes. It is important that they cooperate by keeping their eyes closed. Now ask them specific questions about the room or about the individual students. If a student thinks he can answer, he should raise his hand. If he gives the right an-

swer, ask another question of the group. If he does not give the correct answer, ask another volunteer to try. Continue this for a few minutes or until the students get some feel of how observant or nonobservant they are. Sample questions would be:

1. What kind of shoes is _____ wearing?
2. How many pictures are on the walls?
3. What is the color of _____'s shirt?
4. Where are the electrical outlets located? The heating outlets?
5. What color is the floor? The ceiling?

Discussion of Awareness:

You can now introduce the discussion. Keep it moving by asking some of the following questions:

1. Why do you think we did this demonstration? What do you think I was trying to show?
2. Did you feel embarrassed or frustrated when you realized you couldn't answer some questions? How did you feel?
3. Why don't we tend to notice things like the color of people's eyes? Do you really feel it makes any difference? What things are we most likely to notice about others?
4. Do you think that most people are aware of how a paper bag feels, or if someone is wearing a belt? Would it make much difference if they did? What kind of difference?
5. Are you aware of what's in your home — the colors, the odors, the sounds, the feel of things, the people? Do you know the color of your mom's eyes? Your dad's, your brothers' and sisters'? Is it really important?
6. Can you name some things that most people never notice about you that you think it would be good for them to notice?
7. How do you feel when someone takes notice of what you are wearing, how you are feeling, the things you say? Why?
8. Why do artists and musicians and people like that tend to notice all kinds of little things that others overlook? What effect does it have on them?
9. Is this kind of habit of noticing little things possible in a society like ours? Is it necessary? Does it have any relation to how we treat each other?
10. If you wanted to develop an ability to be more aware of the little things in life, what are some ways you could do it?

Finally, you may want to summarize the discussion by clarifying points that were not fully developed or that did not come up in the students' reactions.

Activity 5: THOUGHTS SHEET

Purpose:

The student will write a weekly thought sheet which should elicit values in a consistant manner without building an atmosphere marked by a student writing what he believes the group advisor "wants to hear".

Procedure:

A thought sheet gives the students an opportunity to write freely about anything that has occupied their attention during the week. Each session (a week) a student turns in a 4" x 6" card upon which he has written some thought of importance to him. It is written after due reflection and indicates something of the quality of living or thinking in the preceding week. If he wishes, the student may analyze some of his experiences or thoughts during the preceding week.

Activity 6: HEARING OTHERS

Purpose:

To involve the students in a listening activity so they can discover for themselves just how well they do listen, and to motivate them to improve.

Procedures:

The students should be paired off in some random fashion. For best results however, avoid pairing two close friends together. Explain to the students that they are going to take turns talking to one another for the purpose of discovering how well they can listen. Stress the importance of a serious mood. If the group is giddy, the exercise will have little effect. The rules are these:

1. Each person is to talk for three minutes about his parents or guardian, telling his partner whatever he thinks is significant about them. After the first person finishes (it is good to announce when three minutes are up), the second member of the pair begins doing the same thing.
2. When a person is talking, the listener should not speak, interrupt or ask questions. He should simply listen.
3. The conversations should be kept in a low tone so as not to disturb the other pairs and to insure privacy. When they understand what they are to do, have them begin; after three minutes are up, have the speaker become the listener.

When both partners have had their turn, explain that now you are going to test how well they listened. Based on what they heard, one person is to tell his partner how he thinks his partner *feels* about his parents. Specifically he should try to pick out what his partner thinks is the *best* thing

about his parents, and what *most upsets* him about his parents. When he has done this, the partner judges whether or not he was accurate. Then the second person goes through the same process and his accuracy is judged in turn. Through this part of the exercise the students should get a better feel of what you mean by listening not just to words but to the whole person, his feelings, his attitudes, etc.

Now the process is repeated with a new topic. Each partner should take turns talking three minutes about himself, stating what he thinks are the most significant things about himself. When both have had a turn, they are tested for good listening by answering this question to one another: How does your partner feel about himself; what does he think are his best qualities and what does he most dislike about himself?

When this is completed the students should be ready to enter into a general discussion on the topic of listening as a mode of communication that helps people to get to know each other better.

Note: The exercise and subsequent discussion can be rendered more effective by briefing one person ahead of time to give his partner the impression that he is uninterested and distracted and not really listening. When discussion is in progress single out the "slighted" partner for his reactions. It can often illustrate very graphically the effects on communication when someone does not at least try to listen.

Discussion of Listening

1. How did you feel when you were talking? Self-conscious? Did you feel that the other person was really trying to listen to you? Did this make it easier for you to talk?
2. What are some indications that a person is really trying to listen to you? Can you fake an appearance of listening even though you are not?
3. In this kind of situation, which do you prefer — to be the listener or the speaker?
4. How well do you feel your partner zeroed in on what you were feeling and what you were really saying? Was anyone surprised by the way his partner answered the questions about what he was saying and feeling?
5. Do you think it would be good if everyone tried to listen to you as intently as we tried to listen to each other in this exercise? How would it effect your willingness to communicate?
6. If you attempted to listen intently, as we tried to do here, to your parents, do you think it would improve your communication with them? Why? Why not?
7. As a listener, do you feel that you learned some new things about your partner, even though you had talked to him before, precisely because you really concentrated on listening? Do you think listening is a good way to get to know someone?
8. Is there more to communication than listening? What, for instance?
9. What happens when you simply don't like someone? Can you still listen to him?
10. How much real listening takes place in a situation like the school cafeteria? Does much listening take place in relation to teachers and students? If not, why not?

Activity 7: MOON FLIGHT

Purpose:

This is a problem-solving exercise which raises many value issues which the student must work through. It also encourages group interaction since the student will have to reach a consensus of opinion on the rank ordering of items.

Materials Needed:

Instruction sheet
Tally sheet
Pencil

Procedure:

Distribute copies of the "Moon Flight" instructions and have students individually rank order the items. After completing this, they are to form groups of 6–8 and compare their priorities. As a group, they are to reach a consensus on the importance of each item and rank order them as such.

Their responses can be placed on the group summary sheet. Upon completion, the groups can compare their ordering with discussion following.

GROUP SUMMARY SHEET

	INDIVIDUAL PREDICTIONS												Group Prediction
	1	2	3	4	5	6	7	8	9	10	11	12	
Box of Matches													
Food Concentrate													
50 Ft. of Nylon Rope													
Parachute Silk													
Portable Heating Unit													
Two .45 Caliber Pistols													
One Case Dehydrated Pet Milk													
200 lb. Tank of Oxygen													
Stellar Map (of the Moon's Constellation)													
Life Raft													
Magnetic Compass													
5 Gallons of Water													
Signal Flares													
First Aid Kit Containing Injection Needles													
Solar-powered Radio													

MOON FLIGHT
KEY

Instructions: You are a member of a space crew originally scheduled to rendezvous with another ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

_____ Box of matches

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 calibre pistols

_____ One case dehydrated Pet Milk

_____ Two 100 lb. tanks of oxygen

_____ Stellar map (of the moon's constellation)

_____ Life raft

_____ Magnetic compass

_____ 5 gallons of water

_____ Signal flames

_____ First aid kit containing injection needles

_____ Solar-powered FM receiver-transmitter

Activity 8: TIME DIARY

Purpose:

The student will examine how he spends his time and attempt to reach a decision as to how he can make better use of his time.

Materials Needed:

Time Diary

Procedure:

The student will complete a chart of one-week's activities broken into ½ hour segments. In each block, the student records what happens in his life. The group advisor does not ask to see this, for they are often personal, but he does ask each student to analyze the completed diary with specific questions. (How do you feel about how you spend your time?, etc.) After the students have examined their diaries, they may have a discussion and share insights. More important would be for the student to summarize what he has learned from the study of his diary and give that summary, not the answers to the questions, to the group advisor for comment or simple recognition.

TIME DIARY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
							7:30
							8:00
							9:00
							10:00
							11:00
							12:00
							1:00
							2:00
							3:00
							4:00
							5:00
							6:00
							7:00
							8:00
							9:00
							10:00
							11:00
							12:00

Activity 9: DAILY BEHAVIOR

Purpose:

This exercise will help the student generate a greater awareness of personal values and how they relate to goal-setting.

Materials needed:

"Daily Behavior Progress Report"

Procedure:

Distribute the "Daily Behavior Progress Report" and have students fill in.

They are to begin by stating a specific desired goal such as "I will receive a 'B' in English on my next report card".

Then they are to keep track of their progress toward this goal and make notations in the spaces provided.

Goals may either be short-range (I will receive a 'B' or better on my next English test) or long-range (I will receive a 'B' in English on my next report card.)

An example might be as follows:

Date	Descriptive Comment	Progress Today			
		Poor	Fair	Good	Excellent
10/4	Studied English notes for 15 minutes		x		
10/5	Led a discussion on changing youth				x
10/6	Worked on an extra credit assignment				x
10/7	Forgot to study for vocabulary quiz and failed it	x			
10/8	Actively participated in class			x	

A due date to attempt to have the goal completed should be set. On this date the students bring in their Progress Report and discuss this within small groups. Possible discussion questions might be:

1. Did I attain my goal?
2. If not, why didn't I?
3. Was this goal realistic?
4. Did my daily progress toward this goal show improvement?
5. Is this goal as important to me now as it was when I first wrote it?
6. Did keeping a daily progress report help me in realizing my goal or at least coming closer to attaining it?

DAILY BEHAVIOR PROGRESS REPORT

1. Write out your goal as specifically as you can.
2. Keep a daily record of your progress toward the goal. Write in each date progress is recorded.
3. Briefly make any descriptive comment that might help you continue to progress toward your goal.
4. Rate your daily progress by checking ( ) it as indicated.

My desired goal is to be able to: _____

_____

_____

Date	Descriptive Comment	My progress today was:			
		Poor	Fair	Good	Excellent

Activity 10: FREEDOM AND RESPONSIBILITY

Purpose:

To give the students an experience of the tug between their personal freedom to pursue their own interests and their responsibility to others.

Procedures:

Divide students into groups of six or eight. Arrange groups in straight lines, one person behind the other. Explain that the exercise is intended to measure each person's capacity for group loyalty while at the same time being a measure of a person's endurance.

Each person is to remain silent and face forward at all times. The exercise is to be done in silence.

Arrange each group in a row, one person behind the other. Tell them to lift their arms out sideways until level with their shoulders. They are to hold them in that position. If a person lowers his arms, his entire group is elminated. The exercise is to continue until only one group remains. This group has proven greater loyalty and endurance than the others.

Note: This exercise should be continued until it is obviously "hurting" but if you judge that someone may be too embarrassed by letting down his group, there is no need to continue it until one group remains. The actual elimination process does add considerably more dynamism to the exercise, however. If you do the latter, your task is to call out that a group is eliminated when you see someone lower his arms.

When one group is left or after you have called the exercise to a halt, you can begin the discussion, remembering that the real concern is the conflict between freedom and responsibility to others.

Discussion of Freedom and Responsibility

1. Each person actually had the right to lower his arm when it became painful. What was your reason for keeping them up? Did you feel any real responsibility to the others even though it meant pain for you?
2. Did the task become more difficult because you could not see the faces of the persons in your group? Do you think being toward the rear of the line made it different than being near the front or in the front?
3. Were you afraid of what the others in your group would say if you let them down? Is this kind of fear a rather common reason for doing things you don't particularly want to do? Are there other motives besides fear?
4. When one of the other groups was eliminated, did you feel that you now had greater responsibility to keep your arms up? Why? Did you feel that you had lost your freedom to lower your arms? Did you in fact lose your freedom? Explain.
5. If your group was eliminated, were you upset by the person who lowered his arms, or did you sympathize with him because of your own experience of pain? Were you perhaps actually grateful that someone else lowered his arms because then you could lower yours without fear of embarrassment?
6. This was a very artificial situation created only to make a point. What do you think was the real point or points in the exercise?
7. Can you think of any real-life situations you've been in where you've experienced a similar pull between your personal rights and your responsibility to others?
8. Are there ever any kinds of situations in which your exercise of personal freedom is not somehow connected with a responsibility to others? For example?
9. What are the options you face in situations in which your right to do your own thing may at the same time be irresponsible in terms of its effects on others?
10. Are there times when it is better to go along with the group than to do your own thing? Such as?

Activity 11: HERE-AND-NOW WHEEL

Purpose:

This exercise calls attention to the feelings and emotions the student is experiencing at the present time and gives him an opportunity to express the reason for these feelings.

Materials Needed:

Here-and-Now Wheel (optional)

Procedure:

Distribute copies of the "Here-and-Now Wheel" or have students draw their own. (Example below). On each spoke they are to write a feeling or emotion that they are experiencing — here and now.

To the right of the spoke (in the spaces separating spokes) they are to write two or three sentences explaining one of the expressed feelings.

Often this is all a person needs to do to help clarify the moods or reactions he is experiencing.

This exercise may be done at any time and can be especially beneficial if you notice some students who appear to be "in another world".

Activity 12: INDIVIDUAL FREEDOM

Purpose:

To give the students an experience of the kind of conflict that can result when two people's exercise of their freedom clash with one another.

Procedures:

Divide students into pairs, preferably matching boys with boys and girls with girls. Arrange students in such a way that each person is directly across from his counterpart who is standing on the opposite side of the room. Students are to fold their arms across their chest.

Explain that the exercise is a test of each person's strength of will and his convictions regarding personal freedom.

The object is for each student to walk from one side of the room to the other *in as direct a line as possible*. Make it clear that each person has the right and is free to exercise it. Since the members of each pair, walking toward each other in a straight line, will meet at some point, one of them will either have to back up or step aside so that the other can continue on to the opposite side of the room. Tell them that the person who does this is indicating weakness of will or lack of concern for his personal freedom.

The exercise is to be done in silence. Do not outlaw pushing; however, don't encourage it either. Simply do not make any reference to the possibility of physical force as a means for maintaining a straight path.

Once this exercise begins, allow about three minutes for the students to attempt to work out solutions or to test one another. If after that period they begin to laugh and break the seriousness of the mood, it would be time to stop and begin the discussion/reaction.

Discussion of the Clash of Individual Freedom

1. Did you feel a little threatened in that your strength of will and your sense of freedom were being tested against another person? How did you react to that? Did it make you more determined? Did you try to think of some way to avoid the conflict that seemed inevitable?
2. Did you find that not being able to talk made the problem more difficult to resolve? What do you think you could have done if you were able to talk to the other person?
3. Were there any ways in which both persons' freedom and rights could be equally protected?
4. Even if you did not attempt to use force to gain your right of passage, did you feel tempted to? What prevented you? A dislike of violence? The awareness that the other person was physically stronger than you?
5. (If anyone actually succeeded in forcing another person to step aside or turn back) did you feel that somehow you still hadn't proven anything or that in some sense you actually showed less strength of will, or did you feel comfortable with your victory?
6. (If any pair succeeded in arriving at an agreement to both step aside an equal distance so no one actually lost) how did you arrive at this solution? Were you satisfied with it under the circumstances? Do you think this kind of solution is best?
7. Can you think of other real-life situations where you have been in this kind of direct confrontation with another and where both of you had equal right to your own conviction? How did you resolve it if you did? Did you end up arguing? Did you both go away mad? Did anyone win or lose?
8. Is this kind of conflict common between various groups in society? What ones? How do these groups resolve the problem? What are some of the alternatives?
9. Do you know what consensus is? How does it work? What is required?
10. Can you anticipate that you will find yourself in many real-life conflicts of this nature as you grow older. What in your opinion is the best way to handle them?

Activity 13: NON-VERBAL GET ACQUAINTED

Purpose:

To give each student an opportunity to try to communicate with another without using words and the attempt to "read" non-verbal communication from another person.

Procedure:

The students will pair off and decide in each pair who will begin.

That person will then take 5 minutes to tell the second person anything he wants to about himself — But NON-VERBALLY.

The second person may NON-VERBALLY react, question, check out, etc.

At the end of five minutes, the pair spends three minutes sharing the experience VERBALLY.

The above is repeated, with the second person now being the one who tells about himself NON-VERBALLY.

The entire group shares reactions, insights, feelings about the experience.

What was easy to tell others about yourself? Why?

What was difficult? Why?

What did anyone in the group do that was particularly outstanding in communicating non-verbally — something difficult — something creative and unusual?

Activity 14: GROUP INTERACTION

Purpose:

The student will observe group interaction and listen to how others in a group react. He will begin to identify and analyze the factors that are helping and hindering the group in accomplishment of its goal.

Procedure:

This exercise provides the students with an opportunity to observe another group at work and then to check out their observations by discussing with the group what they saw and heard. Hopefully, the student will be able to learn more about observing group life in the role of observer by not having to participate. The skill they ultimately need is that of "participant-observer" to be aware of what is happening in the group at the same time that they are active members.

The class will divide into two groups — A and B. Group A discusses for ten minutes the question: What are the barriers in this group to our communicating better?

Group B observes and reports for five minutes on how they saw Group A working with actual communications problems which exist in the group life.
Groups reverse roles. (15 minutes)

Reflection:

1. How was this exercise helpful?
2. How would you behave differently next time?

Activity 15: OBJECT VALUE

Purpose:

To involve the students in the process of examining their values in a non-threatening way and to open the door for a meaningful discussion of values in general.

Materials Needed:

If the group is small it is good to gather the actual items listed below so the students have something tangible to work with. However, if you are dealing with a whole class, divide it into several groups of six to eight and give them slips of paper with the name of the items listed below:

Dollar bill
TV Guide or Movie Guide
Aspirin
Toy gun (to represent real gun)
Car keys
A text book or encyclopedia
A Bible
Copy of the Bill of Rights or the Declaration of Independence
A valentine

Procedure:

Each group is to first come to an agreement as to what value each of the objects above symbolizes for them. For example, aspirin may symbolize good health, or it may symbolize hallucinogenic drugs. The gun may symbolize power or it may symbolize self-defense.

After each group has decided what the objects symbolize in terms of possible values, each individual in the group should arrange the objects according to his own hierarchy of values.

Next each group should come to an agreement as to how these objects are to be ordered. This requires that each individual mention his own ordering, and why he followed it.

When several groups are involved, each group can present its list to other groups for comparison, both of interpretation of the symbols and the ordering of the values they represent. It would be interesting to see if any consensus emerges.

NOTE: There is a great deal of learning that can take place in the groups as they discuss their interpretation of the symbols and the hierarchy of values, so ample time should be provided. Also their interpretation of symbols can be very enlightening for the teacher.

Activity 16: PERCEPTIONS

Purpose:

To consider the gap between what a person intends to communicate and the interpretations of that message by others.

Materials needed:

"Perceptions" Sheet

Procedure:

Groups of 6–8 students are to be formed. Each student is to list ten feelings which can be observed in people, such as joy, excitement, jealousy, pain, etc. Then a volunteer from the group is to act out one of these feelings without benefit of verbal or written communication.

After *completion* of the charade, the other group members are to state their interpretation of the feeling which was being acted out.

For example, if the volunteer dramatizes the feeling of shyness, the responses of the group might be as follows: doubt, fears, shyness, uneasiness, worry, sadness, shyness.

Each response is to be recorded and when the round is finished and the volunteer has announced the correct interpretation to his charade, a tally should be made of the number of correct responses, (In the example above, the number would be two out of seven.)

Several additional charades should follow with the same format followed as outlined above.

After the charades, distribute copies of the "perceptions" sheet, allowing sufficient time for its completion.

PERCEPTIONS

1. How many charades were acted out?
   How many did you interpret accurately?
2. Which dramatization did you find the easiest to interpret? Why?
3. Which dramatization was the most difficult to interpret? Why?
4. Which dramatization prompted the largest variety of interpretations?
   Why do you think this happened?
5. What suggestions could you offer to have improved the accuracy of the dramatization you've listed under number 4 above?

Activity 17: VALUE JOURNAL

Purpose:

The Value Journal is designed to help students clarify what each of them values at the time of the entry in his journal. It stresses two processes in the seven steps toward value clarification, prizing and cherishing their beliefs and behaviors and publicly affirming them.

Procedures:

The student will write down some thoughts of importance to them at various intervals, perhaps once a day or twice a week. Values Journal entries are usually made for three months or more. Over this period these entries will indicate something of the pattern and texture of the student's life and of their thinking over that period. They are to select a member of the group they are eager to hear. After two or perhaps three weeks, they should review and discuss with their friend all value-thoughts as they are clarified by these questions:

> Which of the Values Journal entries reflect your most cherished beliefs or attitudes?
>
> Which article would you want to rewrite drastically at this moment?
>
> Can you spot a pattern to the things you stand for as they are revealed in your Values Journal?
>
> Select one entry in which you express a strong, positive opinion.
>
> Have you done anything about acting on that conviction?

In view of the Values Journal listings, have the students make statements about the following aspects of themselves and their lives.

1. How do I, taking an average day as a spin-off, generally spend my time?
2. What are the things (at least five) that really interest me?
3. How do I view life as a whole? Is my outlook conditioned by influences outside myself?
4. What short-range and long-range goals can I honestly identify? What, ultimately, do I want to accomplish?
5. What are my primary commitments in life?(List in order of importance.)
6. What are some options that I reflect on, mull over, or enjoy imagining about?
7. Specifically, what five things do I most value about my life?
8. What conflicts or problems do I have about my life? Which ones did I personally create for myself and which ones are primarily caused by persons and situations outside my responsibility and control?

Activity 18: VALUES ORDERING

Purpose:

This exercise gives students practice in choosing from among alternatives and in publicly affirming or explaining their choices. The exercise also demonstrates that many issues require more thoughtful consideration than we tend to give them.

Materials Needed:

Blackboard, overhead projector or newsprint
Paper for each student

Procedures:

The group advisor explains to the group that he is going to ask them some questions which will require them to look deeper into themselves and make a value judgement. He will give them three (or four) alternative choices for responding to each question and ask them to rank order these choices according to their own value preferences. The group advisor then reads a question, writes the choices on the board and calls on or asks for volunteers of six to eight students to give their rankings. Of course, students may say "I pass". After the six to eight students have responded to a question, the group advisor may give his own rankings. Then a group discussion may follow, with students explaining their reasons for their choices, even if they weren't among the original six to eight to speak. Continue the process for several questions.

Be sure to have the students rank all the alternatives, not just their first choices. Try to have them name their choices, instead of saying "2-3-1" or the like; and discourage them from saying "The same" when their response is identical to the previous student's. Renaming the choices helps everyone consider the alternatives more carefully.

Variations:

Have the students form interest groups based on their first or last choice and discuss their reasons for putting that item either first or last.

Sometimes students may want to add alternatives to the choices offered by the group advisor. After the initial ranking is complete, the group advisor may say, "It's possible that many of you have other ideas that don't appear here that you would include if you had made up this rank order. Are there any other alternatives you'd like to add to our list? How would you rank them?

Sample Value Ordering Questions:

1. If you were a parent, how late would you let your 14 year old stay out?

_____ 8 p.m.

_____ 10 p.m.

_____ 12 p.m.

_____ it's up to them

2. Which season do like best?

_____ Winter _____ Spring

_____ Summer _____ Fall

3. Which is most important in friendship?

_____ loyalty

_____ kindness

_____ honesty

4. Where would you rather be on a Saturday afternoon?

_____ at the lake _____ at Parmatown

_____ in the woods _____ at a movie

5. If I gave you $500.00, what would you do with it?

_____ save it

_____ give it to charity

_____ buy something for myself

6. What would you do about a person who has bad breath?

_____ tell him directly

_____ send him an anonymous note and a bottle of Listerine

_____ nothing

7. What do you think is most harmful?

_____ cigarettes

_____ marijuana

_____ alcohol

8. Which would you like most to improve?

_____ your looks

_____ your social life

_____ your personality

_____ your way of using your time

9. Whom would you prefer to marry? A person with:

_____ intelligence _____ sex appeal — looks

_____ personality _____ money

10. If your parents were in constant conflict, which would you rather have them do?

_____ get divorced, your father leave home

_____ stay together and hide their feelings for the sake of the children

_____ get divorced and you live with your father

11. Which would be hardest for you to accept?

_____ the death of a friend

_____ the death of a parent

_____ your own death

12. What do you want most out of life?

_____ happiness

_____ a good reputation

_____ to live to be 80

_____ a lot of money

13. What is the most serious problem in the United States today?

_____ inflation _____ crime

_____ welfare _____ racial prejudices

14. Where would you seek help in a strange city?

_____ a church

_____ police headquarters

_____ hippy headquarters

15. Which would you prefer if you had bad breath?

_____ be told directly

_____ be sent an anonymous note

_____ not be told

16. If you witnessed a robbery what would you do?

_____ not get involved

_____ call the police

_____ go after the robber

17. If you got really angry at a friend what would you do?

_____ pretend that you weren't mad

_____ avoid your friend

_____ tell him (her) how you felt

18. Which would be hardest for you to accept?

_____ being poor

_____ being sick

_____ being disfigured

19. Which would you rather be?

_____ an only child

_____ the youngest child

_____ the eldest child

20. How do you have the most fun?

_____ alone

_____ with one friend

_____ with a few friends

_____ with a large group

Activity 19: DECISIONS, DECISIONS

Purpose:

To provide decision-making experience in situations which force the individual to choose between two values he prizes.

Materials Needed:

Copies of "Decisions, Decisions"
Copies of "Some Choice"
Twelve large cards.

Procedure:

Before class, print the key words listed below on twelve cards, each word or phrase on a separate card and large enough to be read easily from anywhere in the room.

KEY WORDS:

1. EXAM
2. WALLET
3. COMMITTEE CHAIRMAN
4. HOST TO A FOREIGN STUDENT
5. ANNIVERSARY PARTY
6. PEP PILLS
7. HIT AND RUN
8. PROCTOR

9. TICKET TAKER
10. DISCOUNT
11. SMOKING
12. SCHOOL PLAY

At the beginning of class, distribute copies of "Decisions, Decisions" and explain that you're going to read a series of twelve situations, each requiring the students to decide how they would generally respond in the situation given. (Give the students time to assimilate the instructions on the grid sheet and the thought contained in each grid).

Advise the students that, as each situation is read, they should concern themselves primarily with the answer to this question: "Would my decision in this situation be relatively easy to make, or would it be difficult?" and then choose the grid square that seems most appropriate. (As explained on the grid sheet, they can change their selections at any time, but must end up with only one key word or phrase in any one grid.)

Instruct the students to use only the key words or phrases when filling in the grid. (You'll indicate what these are.) The twelve positions on the grid represent the different degrees of difficulty the student experiences in making decisions related to the situations in which this lesson places him. The degree of difficulty reads vertically, with the easiest in the upper left square and the most difficult in the lower "right".

The activity sheet, "Some Choice," contains the twelve situations you're asked to read aloud to students. Note that the key words are underlined.

Read the situations one at a time, stressing the key word as you read it and repeating it once after you've completed the reading. Use this same procedure as you read each of the twelve situations to the class. Allow more time between reading of the later situations to give the students a chance to alter their choices.

(Do not distribute copies of the worksheet at this point in the development of the lesson. By reading the situations to the class, you force students to make quick decisions. This should trigger a sense of frustration more closely resembling a real life experience.)

When students complete their grids, place the large key word cards on the floor. Now ask your students to stand beside or in back of the key word card representing the situation each felt would be most difficult to resolve. (Space number 12 on the grid.) The purpose of this activity is to have individuals observe just how many of their classmates felt as they did regarding the degree of difficulty encountered in the decision — making process.

Allow whatever discussion is generated by the above activity, then repeat the process — this time asking students to stand near the key word card which represents the situation each felt would be easiest to resolve. (Space number 1 on the grid.)

So much for speculation as to degrees of difficulty. It's time for your students to take a personal stand on the issues involved.

Distribute copies of "Some Choice" and ask each student to write out the decision he would actually make in each of the twelve situations. No hedging allowed — everyone must respond to every situation. (If time is a problem, allow students to select just the three or four situations they feel are most relevant.)

To conclude the lesson, form small discussion groups. Ask the members within each group to make value statements related to the decisions each has made. For example: In situation number 4, I'd turn down the date and stay home with my guest. The way I see it, I'd be awfully lonely and somewhat frightened if I were in her shoes, and since I want others to respect my needs and feelings, I think I ought to respect theirs.

(Making these value statements helps to clarify the value or underlying motivation which prompted the individual to make the choices he did.)*

*Taken from:
Search for Values by Gerri Curwin, Rick Curwin, Rose Marie Cramer, Mary Jane Simmons and Karen Walsh. Center for Learning, Pfaum/ Standard, Dayton, Ohio 1972.

DECISIONS, DECISIONS

As each situation is read, indicate your responses by writing the key word or phrase in the appropriate box on the grid. (Your group advisor will indicate what the key words are.) You must respond to every situation, but you are free to change your responses at any time during the activity. To change a response just cross out the key word in one block and write it in another. Only one key word (Phrase) is allowed in any one block, so when you're finished every block must contain one response.

1. (Easiest decision)	5. (Medium rough)	9. (Nothing simple about this one)
2. (No sweat)	6. (Hmm—I'm not sure)	10. (This one's even worse)
3. (Simple Enough)	7. (Not sure about this one either)	11. (Boy, life sure isn't easy)
4. (Not quite so simple)	8. (Fairly difficult for me)	12. (Hardest decision of all)

SOME CHOICE

1. You're flunking a course. It's the day before the *exam*, and somehow your roommate has gotten hold of a copy of the final. If you look at it, you'll surely pass the course. Your roommate doesn't have the answers — only the questions.
2. You're shopping, and you find a *wallet* with one hundred dollars in it. The name of the owner found on the I.D. is one of a wealthy man in your neighborhood. His daughter is a classmate of yours.
3. You're the *committee chairman* and must choose others to work with you. Each member will receive $25.00 for serving on the committee. Your best friend is the least qualified, but naturally expects you to choose her. She's from a poor family, and could use the money.
4. You're *host to a foreign student*. She's a nice person, but her difficulty with the language is getting you down after only two days. You've got a chance for a date you've just been dying to have. If you go out, your guest will be left alone at home for the evening.
5. You're expected to arrange an *anniversary party* to mark the 25th year of your parents' wedding. It's supposed to be a surprise. June 4 is both the anniversary day and the most convenient date for all the family. But June 4 also happens to be the day of the big rock concert — an event you've waited months to attend.
6. You and your brother share a bedroom. One day you find some *pep pills* in the desk drawer. You're worried about the consequences of your brother's being on drugs, but don't want to tell your parents for fear he'll get into trouble.
7. You're a witness to a *hit-and-run* accident. Later you see in the newspaper that the police are looking for witnesses to the accident. In order to come forward and tell them what you saw, you'd have to admit that you were "off limits" at the time, according to your parents' standards. There is no way you could be a witness without your parents finding out you were in a forbidden area.
8. Your teacher leaves you in charge to *proctor* a make-up exam for some classmates. As soon as the teacher leaves the room, the kids begin discussing the answers. You tell them to stop, but they don't pay any attention to you. The teacher's due back in just a few minutes.
9. You're the *ticket taker* at a school dance. The rule is that only students from your school are admitted. You see a classmate coming with an outsider. The faculty advisor with you is new to the school, and she really doesn't know the students yet.

10. You work in a department store and your boss gives you a *discount* on things you buy for yourself. When a friend asks you to buy a transistor radio for him, you realize that you can buy the radio at a discount, and pocket the difference in price. You could really use the extra money.
11. Your gang is caught *smoking* in the gym, but some get away before they're recognized. You get caught and are sent to the principal's office. Actually you weren't smoking, and if you identify the kids who got away you'd probably not be suspended.
12. You want to try out for the lead role in your *school play*. Your older sister is the student director. You know that if you try out you'll be putting her in the position of having to choose between you and another student. Her position of authority is an advantage for you because this might be your only chance to get the lead role.

Activity 20: TWENTY THINGS I LOVE TO DO

Purpose:

An important question in the search for values is, "Am I really getting what I want out of life?". Before we can go about building a good life, we must know what it is we value and want. This exercise helps students examine their most prized and cherished activities.

Materials needed:

Paper and Pencil

Procedure:

The group advisor passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then says, "And now will you please make a list of 20 things in life that you love to do."

To encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. Or he might suggest, "You might think in terms of the seasons of the year for things you love to do."

The group advisor also draws up his own list of twenty items and as he reaches the end of his list, he might tell the students that it is perfectly all right if they have more than 20 items, or fewer that 20 items on their lists.

When the lists are done, the group advisor asks the students to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign ($) is to be placed beside any item which costs more than $3.00 each time it is done. (The amount could vary, depending on the group.)
2. The letter "A" is to be placed beside those items the student really prefers to do alone; the letter "P" next to those activities he prefers to do with other people; and the letters "A-P next to activities he enjoys doing equally alone or with other people.
3. The letters "P-L" are to be placed beside those items which require planning.
4. The code "n5" is to be placed next to those items which would not have been listed three years ago.
5. The numbers 1 through 5 are to be placed beside the five most important items. The best-loved activity should be numbered 1, the second best 2, and so on.
6. The student is to indicate next to each activity when (date if possible) it was last engaged in.

When the students have completed coding their lists, the group advisor may either in the total group, or in small groups of four or five, have the students discuss the significant features of their lists. Some helpful questions to guide the discussion include: What patterns do you notice? Are your activities mostly done alone or with people? When was the last time you did your favorite activity? Which activities would you like to do more often?

Variations:

The group advisor might see ways of making additional use of the lists. For example, he might ask the students to describe on paper or orally to a partner at what time, under what circumstances he likes to engage in the chosen activity.

Or the group advisor might ask the student to choose one of the items on his list and then list privately, or discuss with a partner, five advantages, pleasures, gains, benefits, or satisfactions he gets from that activity.

A student might volunteer to write his list on the board with the option to omit any items he'd rather not share.

Activity 21: I ADMIRE

Purpose: To consider the choice of heroes whom an individual admires as a value indicator to the qualities, traits, attitudes and ambitions of the individual himself.

Materials Needed:

"I Admire" activity sheet

I ADMIRE

	CATEGORY	HERO	REASON
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Procedure:

As a group, have students compile a list of twenty people-related categories. (EXAMPLES: Musicians, athletes, cartoonists, etc.) Have a student write the categories on the board as they are suggested.

After the listing has been completed, each student is to identify his heroes within the categories listed on the "I Admire" activity sheet. (Possibly, if they listed an area such as "Banker" they will not be able to identify an individiual by name.)

When the class has filled in the "Category" and "Hero" columns, give directions for completing the "Reason" column. Students should ask themselves why they choose the people they listed; then write a brief summary of their reasons for each entry. If they were unable to list a specific person they will not be able to include this brief summary. The following are some examples of how an activity sheet might appear.

Musicians — Elton John — He's creative

Athletes — Billie Jean King — She's extremely competitive and outspoken

Cartoonists — Charles Schultz — His "Peanuts" characters are very believable and Charlie Brown shows many of the feelings I often experience.

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After the "Reasons" list is completed, the class is to divide into smaller discussion groups. The members of the group will then share three or four heroes who were listed on their "I Admire" sheet.

After these heroes have been shared, each student should attempt to personally relate the responses in the "Reasons" column to his own life. This should be followed by one round of "I Learned" statements. Some examples are as follows:

I learned that I value creativity and imagination.

I have a tendency to be a follower.

I enjoy competition.

I am usually shy when I first meet people.

Activity 22: ESTIMATING VALUE JUDGEMENTS

Purpose:

To provide students with an opportunity to take a stand on an issue and to estimate the positions that other students hold on the same issue.

Materials needed:

Paper and pencil

Procedures:

Divide the total group into subgroups of four to five students. The leader should instruct the group that he will present them with a controversial topic and their task is to write down their own position (For or Against) and the position they estimate each of their fellow group members will take on the topic. Present the groups with topic number one, have them write down their position and the estimates of the other members' positions. When everyone has written down his estimates, allow each group member several minutes to discuss his own position, where he placed the other members on the issue, and why he placed the other members where he did. Repeat this process for several topics.

Some sample topics include:

1. School attendance should be voluntary.
2. It is more important to be nice to a person than to be honest with him.
3. Religion should be included in the school curriculum.
4. Parents don't generally understand their children.
5. Children don't generally understand their parents.
6. Sometimes people have to be forced to do what's good for them.
7. There is a definite right or wrong answer to every question.
8. Money can't buy happiness.
9. Marijuana should be legalized.
10. Smoking should be allowed on school grounds in a designated area.

Activity 23: RESPECT

Purpose:

To help students feel what it is like not to be respected and to recognize the kinds of reactions it evokes in them, thus creating a situation in which the nature and importance of respect can be discussed.

Procedure:

Ask a friend, ideally someone whom the students do not know or have little contact with, to help you in this exercise. The students are told that this person is coming to give a talk on some topic that is related to what you are treating in class. Do not mention that you plan to introduce the topic of respect.

Your friend is instructed to go through the motions of talking on the announced subject, but be as insulting and disrespectful as he can to the students. For example, he could begin by saying, "You probably aren't intelligent enough to follow what I am going to say, but I will try to explain it to you." He might single out individual students to whom he can direct insulting comments, and in general be obnoxious. It would be good if he made some categorizing statements, like "Since you're kids, you probably aren't interested in any serious questions." Or, "You're not paying attention to what I'm saying. That's the trouble with you kids, no respect for your elders." At the same time, he should try not to be too obvious about what he is doing.

After he has aroused sufficient feelings in the students (and before you have a riot on your hands), you can interrupt the speaker and direct a question at one of the students most provoked, such as; "John, how do you feel about the way Mr. Smith has been treating the students in this class?" If properly encouraged that you are on his side at this point, John will give an honest answer regarding his anger. You may ask for comments from one or two others, and then explain that the whole effort was a "put on" in order to give them an immediate experience of what it feels like to be disrespected.

You can then begin the general discussion with some of the following questions. The guest speaker may stay and join in.

Discussion of Respect

1. What were your first reactions when you began to feel that the speaker was not respecting you? Anger, embarrassment for him, indifference?
2. As he continued, were you able to pay attention to what he was saying or had he "turned you off"? Did you feel he had put you in a box or had already labeled you without first getting to know you personally?
3. Have you ever been treated this way as an individual? By whom? How did you feel?
4. Is the kind of attitude the speaker displayed rather common today in society? Do adults in general disrespect high school students? How about the way high school students treat adults: Who is to blame?
5. Since the speaker really didn't know any of you, did you feel he was very unfair and prejudiced in the way he was treating you? Is this a normal way to treat people you don't know?
6. Do high school students often treat each other in the same way before they get to know each other? Why?
7. We had a good example of what it feels like to be disrespected. Can you think of the times when someone respected you before he really knew you? Can you give examples.? How did you feel and react then?
8. What do you think is necessary before you can respect someone?
9. Why does it often happen that in a group, high school students can give someone like a bus driver a hard time, but when each student is alone, he can be very nice to people, even strangers?
10. What would happen if you began to respect everyone you met? Would you be taken? Would you get hurt? Can you really respect everyone you meet?

Activity 24: I LEARNED STATEMENTS

Purpose:

This exercise serves several purposes: It provides the group and the group advisor with feedback about the last activity the group participated in. It helps clarify and reinforce what the students learned about themselves and their values. It helps crystallize new learning which many students might not have realized was taking place.

Materials Needed:

Paper and pencil
Newsprint or poster paper

Procedures:

The group advisor prepares a chart with the following (or similar) sentence stems. The chart may be posted permanently in the room, or it may be posted just when it is to be used.

I learned that I . . .
I realized that I . . .
I discovered that I . . .
I re-learned that I . . .
I was surprised that I . . .
I was pleased that I . . .
I was displeased that I . . .

Immediately following a values activity or discussion, the group advisor asks students to think for a minute about what they have just learned or relearned about themselves or their values. Then they are to use any of the sentence stems to share their feelings with the group. Students are not called on, but volunteer to speak whenever they feel comfortable about it.

Cautions:

Discussion can interrupt the free flow of I-Learned Statements; it tends to destroy the mood and intensity of the experience. Students should make their statements but not attempt to explain or defend them. Therefore, try to help the students focus on their own personal learnings, rather than general intellectualized learnings.

This experience is a good summary or wind-up activity for any of the sessions.

Activity 25: A COMFORTABLE DISTANCE

Purpose:

To examine the distances that a student allows himself in different situations and to better understand the reasons for the patterns which emerge which can supply him with clues as to what his feelings are.

Materials Needed:

Copies of "The Distance I Would Feel Most Comfortable to . . . "

Procedure:

Distribute copies of the activity sheet and ask students to rank their distance according to the scale provided. They should attempt to live each given situation and make their decision based on how close they could get without feeling uncomfortable.

After the students have filled in the sheet, they are to mention general categories into which the situations fall. Have someone write them on the board as they are suggested. The students may

recognize a pattern in their responses that has been consistent in many of the categories.

For example, aesthetic beauty and heights are two categories that might be suggested. If a student consistently writes 8–10 as his response in any height category it could indicate a fear of heights.

Any conclusions or observations made by the students should be stated as "I learned" statements such as:

I realized how important aesthetically beautiful things are in my life.

I learned that I have a fear of the unknown.

These can be shared with the groups as the concluding session.

THE DISTANCE I WOULD FEEL MOST

COMFORTABLE TO . . .

_____ a church

_____ a swim in the ocean where "Jaws" was filmed

_____ a mentally retarded person

_____ a busful of strangers

_____ guns

_____ a roller coaster

_____ a hospital

_____ a room filled with the valedictorians from all Cleveland-area schools

_____ someone with bad breath

_____ an interesting book

_____ a Cleveland Orchestra concert

_____ old people

_____ teachers

_____ a heroin addict

_____ a convent

_____ a rough looking gang

_____ a pushy salesman

_____ the number 13

_____ people of a different race

_____ sitting alone for two hours at Parmatown

_____ a person who stutters

_____ a beautifully landscaped garden

_____ a country club

_____ a burning building

_____ a person crying

_____ a doctor

_____ The Cleveland Art Museum

_____ a Browns' football game

_____ a funeral

_____ a fortune teller

_____ mountain climbing

_____ a policeman

_____ a rock concert at the stadium

_____ a participant on a quiz show

_____ an airplane trip

_____ a kennel full of stray dogs

_____ a convict sentenced to life imprisonment

_____ a revival meeting group

_____ a college class in philosophy

_____ the edge of a hill

_____ a Hell's Angels motorcycle club meeting

_____ a State dinner at the White House

_____ walking down Euclid Avenue at midnight

_____ an observation tour in the Empire State building

_____ an elevator that would take me to the observation tower

_____ a person with body odor

_____ a weeks' camp out with your family

_____ an ex-boyfriend or girlfriend

_____ a group of my mothers' friends during an afternoon tea

Use a rating scale of 1–10 to indicate the degree of closeness or distance you'd feel comfortable in these situations. (1 is extremely close).

Activity 26: EITHER-OR FORCED CHOICE

Purpose:

This exercise compels students to make a decision between two competing alternatives. "What characteristics do I identify with more — this or that?" In making their choices, students have to examine their feelings and their self-concepts and values.

Procedure:

The group advisor asks students to move the desks so that there is a wide path from one side of the room to the other. Then, the teacher asks an either-or question, like: "Which would you identify with more, a Volkswagen or a Cadillac?" By pointing or by actually posting the choice words on the two sides of the room he indicates that those who identify more with Volkswagens are to go to one side and those who identify more with Cadillacs are to go to the other. Each student then finds a partner on the side he has chosen and discusses with him the reasons for his choice. Discussion should be limited to two minutes.

Everyone returns to the center of the room. Then the group advisor gives another either-or forced choice, and the students again choose between the two alternatives by moving to the appropriate side of the room. This may be repeated with five or six questions. The students should be instructed to find a new partner each time.

Either-Or Choices

Are you:

_____ 1. More of a saver or a spender?

_____ 2. More like New York City or Colorado?

_____ 3. More like a loner or a grouper?

_____ 4. More like a rose or a daisy?

_____ 5. More like breakfast or dinner?

_____ 6. More like summer or winter?

_____ 7. More like a teacher or a student?

_____ 8. More like yes or no?

_____ 9. More here or there?

_____ 10. More political or apolitical?

_____ 11. More religious or irreligious?

_____ 12. More like the country or the city?

_____ 13. More like the present or the future?

_____ 14. More of a leader or a follower?

_____ 15. More physical or mental?

_____ 16. More of an arguer or an agree-er?

_____ 17. More establishment or anti-establishment?

_____ 18. More like a tortoise or a hare?

_____ 19. More likely to walk on thin ice or tiptoe through the tulips?

_____ 20. More like patent leather or suede?

_____ 21. More like a paddle or a ping pong ball?

_____ 22. More like an electric typewriter or a quill pen?

_____ 23. More like a falling star or a beacon light on a mountain?

_____ 24. More like a rock band or a symphony orchestra?

_____ 25. More like a clothes line or a kite string?

_____ 26. More like a No Trespassing sign or a Public Fishing sign?

_____ 27. More like a fly swatter or fly paper?

_____ 28. More like a roller skate or a pogo stick?

_____ 29. More like a file cabinet or a liquor chest?

_____ 30. More like a motorcycle or a tandem bicycle?

_____ 31. More like a gourmet or a McDonald's fan?

_____ 32. More like a bubbling brook or a placid lake?

_____ 33. More like a screened porch or a picture window?

_____ 34. More like a mountain or a valley?

_____ 35. More like "A stitch in time" or "Better late than never"?

Activity 27: VALUES ACTION

Purpose:

The student will participate in a Values Auction designed to assist him in understanding his values by rank ordering different value items.

Materials needed:

"Values Auction" Worksheet
Pencils
Play Money (optional)

Procedure:

The group advisor should divide the class into groups of 9–10 students and designate one to be an auctioneer. Each student will be given $2,000 which can be used to purchase the various items to be auctioned.

Distribute copies of the "Values Auction" items and give them a few minutes to look over the list. Then they are to budget their $2,000 among the items and write in that amount in the "Amount you budgeted" column. Set $50.00 as a minimum amount. The student may bid on as many or as few of the items as he wishes. They do not have to bid on all items. If one item is of extreme importance, it is possible that some students will place all $2,000 on that one item. Other students will divide their money among 10, 20 or even all 40 items. This is the student's choice and he is solely responsible for his decisions.

The auctioneer begins by calling off the items in any order he chooses. This is to discourage impulsive bidding. During this auction, each student is to keep track of the items he bids on and make note of the highest amount bid on it. The students, at any time, may change the amount budgeted. For example, if he budgets $500.00 for "a room full of dollar bills" but during the auction another student bids $600.00, he may decide to bid $650.00 in hopes of winning the item. Each student has to remember to keep track of his money and not exceed the $2,000.00. By using play money, there is no chance of overspending.

After the auction ask students to rank items in order of importance and reflect as to what values they had in mind when the items were selected. This allows students to check values that are important to them and compare their values with their peers.

VARIATIONS: Toward the end of the auction students may decide to merge their money to purchase items. A discussion would follow as to how students chose other members to form a merger, who received the money, how did they feel giving their money to another (or receiving money from others), what methods were used to convince others to part with their money, etc.

ITEMS TO BE AUCTIONED

	Amount You Budgeted	Highest Amount You Bid	Item You Won
1. To know the meaning of life			
2. The perfect boyfriend or girlfriend			
3. A home for you and loved ones overlooking the most beautiful view in the world			
4. An exciting and challenging life			
5. The perfect family life			
6. To live to 100 with no illness			
7. A totally complete private library			
8. To be the best in your chosen vocation			
9. Anti-hangup pill			
10. Unlimited travel and tickets to any event			
11. The love and admiration of most people			
12. Physical beauty and unlimited wardrobe			
13. A chance to do your own thing with no hassling			
14. To be the wisest person and make only the right decisions			
15. Chance to sneak "authenticity" serum to world			
16. A room full of dollar bills			
17. To control the destinies of one million people			
18. To be close to God			
19. To own an all-wise computer			
20. A chance to serve the sick and needy			

ITEMS TO BE AUCTIONED

	Amount You Budgeted	Highest Amount You Bid	Item You Won
21. Salvation			
22. To become a famous person			
23. An audience with a religious leader of your choice			
24. Charity donation in your name of 1 million dollars			
25. To be recognized as a social leader			
26. Complete inner harmony			
27. A chance to eliminate prejudice in the world			
28. To be president of the United States			
29. Daily massage and world's finest food for 1 year			
30. A chance to set your own working conditions			
31. A year of pleasure with all your needs and desires met			
32. Assurance of national security			
33. Implement an ideal public education system			
34. Mutual total and open love between you and a person of your choice.			
35. To invent a product that will triple your family's income for 10 years.			
36. To know all about yourself and know for certain who you are.			
37. To be voted outstanding Person of the Year and have your name become a common household word throughout the world			
38. To live in a world where all people give and receive love			
39. To receive straight A's throughout high school and college (if you choose to go)			
40. To spend one day with ten people of your choice			

Activity 28: FAMILY COMMUNICATION

This inventory is an exercise designed to help students and their parents better understand how they communicate with each other. Most teen-agers find it very interesting.

Materials Needed:

Communication Exercise SHEET

Procedure:

Stress to the students that there are no right or wrong answers. The most helpful answer to each question is their indication of the way they feel at the moment.

The YES column is to be used when the question can be answered as happening most of the time or usually. The NO column is to be used when the question can be answered as seldom or never. They are to circle around the word YES or NO, whichever reflects their answer.

The students are to read each question carefully. If they cannot give the exact answer to a question, they are to answer as best they can but be sure they answer each one.

COMMUNICATION EXERCISE SHEET

1. Do your parents wait until you are through talking before "Having their say"?	YES	NO
2. Does your family do things as a group?	YES	NO
3. Does your family talk things over with each other?	YES	NO
4. Do your parents seem to respect your opinion?	YES	NO
5. Do your parents tend to lecture and preach too much to you?	YES	NO
6. Do you discuss personal problems with either of your parents?	YES	NO
7. Do your parents tend to talk to you as if you were much younger than you really are?	YES	NO
8. Do they show an interest in your interests and activities?	YES	NO
9. Do you discuss matters of sex with either of your parents?	YES	NO
10. Do your parents trust you?	YES	NO
11. Do you find it hard to say what you feel at home?	YES	NO
12. Do your parents have confidence in your abilities?	YES	NO
13. Do you hesitate to disagree with either of them?	YES	NO
14. Do you fail to ask your parents for things because you feel they'll deny your requests?	YES	NO
15. Do they really try to see your side of things?	YES	NO
16. Do your parents consider your opinion in making decisions which concern you?	YES	NO
17. Do they try to make you feel better when you're down in the dumps?	YES	NO
18. Do your parents explain their reasons for not letting you do something?	YES	NO
19. Do you ask them their reasons for the decisions they make concerning you?	YES	NO
20. Do you help your parents to understand you by telling them how you feel and think?	YES	NO

NOW COMPLETE THESE STATEMENTS:

What worries me most about my future is _____

_____

The main weakness of American parents is _____

_____

_____

The most difficult subject to discuss with my parents is _____

_____

_____

What I want most out of life is _____

_____

_____

Now that you have finished the exercise, the next step is to discuss it with your parents as soon as the three of you are able to sit down together without any interruptions. Your parents should ask you why you chose the answers you did. The more you talk the more they learn. Encourage them to continue similar discussions.

Activity 29: AM I SOMEONE WHO . . . ?

This exercise is intended to help the students consider what they value, what they want out of life, and what kind of person they want to become.

Prodecure:

The group advisor will read the following questions to the students. No special importance is assigned to any one question, and some of the questions may not directly apply to them.

After each question is read, the students are to respond by writing a "Y" for Yes, "N" for No, and "M" for Maybe. They are to watch the Maybe's and use them cautiously. One of the purposes of this strategy is to encourage definite stands. There are no right or wrong answers, just the answers the students come up with. Unless they feel Maybe quite strongly, they are to answer all questions as they *might* apply to them, yes or no.

Am I someone who:

1. needs to be alone?
2. watches television soap operas?
3. would kill in self-defense?
4. would let my children drink?
5. is apt to judge someone by appearance?
6. can receive a gift easily?
7. eats when worried?
8. is afraid to be alone in the dark?
9. is afraid to be in a strange place?
10. would be satisfied without a college degree?
11. would publicly show affection to another person?
12. will put things off?
13. blushes at a compliment?
14. talks loudly when nervous?
15. is capable of handling opinions different from my own?

Members of the group then pair off and attempt to guess how their partner answered each of the questions. They can learn a great deal about themselves, about openness, congruency, and self-concept from sharing in this way.

Additional Questions

Am I someone who?

1. experiences boredom and lacks motivation?
2. responds with compassion when others suffer misfortune?
3. likes to take over leadership responsibilities?
4. works hard on every project undertaken?
5. reads the comics in the newspaper first?
6. would rather eat out than eat at home?
7. is willing to pay a lot for a good time?
8. is easily swayed by the latest fads and gimmicks?
9. spends a great deal of time reading?
10. believes everything I read?
11. thinks that most politicians are dishonest?
12. volunteers for jobs that are necessary but unpleasant?
13. always looks up an unknown word in the dictionary?
14. enjoys working crossword puzzles?
15. would marry for money and prestige?
16. needs to buy new clothes every season?
17. would like to become a well-known sports athlete?
18. enjoys playing games rather than watching them on television?
19. spends a lot of time worrying about things without doing something about them?
20. tries to do everything as perfectly as possible?
21. values friendship more than money?
22. would like to be a famous movie or TV star?
23. finds it difficult to praise someone for a job well done?
24. likes to work with other people rather than alone?
25. considers loyalty to a friend more important than honesty?
26. considers failure a bad thing?
27. tries to understand and respect other opinions?
28. thinks being a street gang leader is cool?
29. is inclined to blame others when experiencing failure?
30. would rather fight than quit?
31. would like to hitchhike through America?
32. has ever felt lonely, even in a crowd of people?
33. has had such bad problems that I have thought about running away?
34. has been hurt by a friend?
35. would rather be older or younger than I am right now?
36. would rather live someplace else?
37. would like to have different parents?
38. would like to take karate lessons?
39. thinks marijuana should be legalized?
40. has ever wanted to really hurt someone for something he/she did to me?

Activity 30: DIRTY DOZEN

The students are to attempt to work through many value issues in a rational manner. This exercise should also point out the difficulty one can have in objectively determining the "best" values, and show how peoples' values differ.

Materials Needed:

Two pieces of paper
Pencil

Procedure:

Have the students take out two sheets of paper and tear one sheet into twelve equal parts. Number these parts 1 through 12, and have the students place them in a pile on their desk in ascending order. They should also number the other sheet 1 through 12.

While the students have the individually numbered strips in front of them in a pile, read the twelve stories below to the class. *Immediately* after you complete each of the stories, the students should register their negative reaction to the story on the correspondingly numbered strip of paper.. (1 should be placed on the strip if they have an extremely weak negative response, 2 for a little stronger negative response, and so on up to 12 as representing an absolute and positive rejection of the thought presented in the entry.) Allow the students about *two seconds* to make their decision because you are looking for their *immediate* "gut" reactions! (Tell them ahead of time that you will be going rapidly and that once you start reading the stories you will not stop.) When this part of the exercise is completed, have them put the strips aside — they are not to refer to these until you tell them to do so.

Next reread the stories to them allowing them enough time to copy down any words or ideas, on the other sheet of paper, that will help them in remembering the stories in a ranking exercise. After this is completed, tell them to rank the stories, one through twelve, as to most upsetting. (1 = the least upsetting, 12 = the most upsetting.) After this is completed, they may compare their initial "gut" reactions on the strips of paper, to their comparitive ranking on the sheet of paper. They should note the differences in their reactions. How are these accounted for? Why did you rank the stories as you did? What particular values of yours were offended?

1. A general in Viet Nam makes heroin available to his troops — as a result, he has amassed a small fortune.
2. The owner of a large factory has been severely fined for air pollution. As a result, his orders are that the smokestacks be closed during the day and opened only at night, under cover of darkness, to preclude further fines.
3. A 17 year old girl who has been raped is leaving the courtroom after testifying against her assailant. As she leaves the building she is mobbed by reporters who press her for details of the trial and of the attack itself.
4. You're driving your brand new convertible with the top down for the first time. While passing under a bridge, three young boys spit into your car.
5. Close friends of yours have a summer cottage. Over the winter vandals break all the windows, throw the furniture and appliances into a nearby lake, and set fire to the cottage itself.
6. A good friend of yours brags to you how he "padded" his income tax deduction and received an extra $400 back from the government.
7. A seven year old boy is severely punished for pulling flowers out of his neighbor's flower bed after the neighbor calls and tells his parents. To retaliate, the boy fills a milk bottle with ink and urine and props it against the neighbor's front door and rings the bell. The neighbor's brand new carpeting is ruined.
8. To get even with the boy, the neighbor puts a razor blade in an apple which is given to the boy on Halloween.
9. An audit of our city's books reveals that the mayor and treasurer have embezzled $75,000 of city funds.
10. A student here at school gets his spending money by stealing from the lockers of his fellow students and selling the books, clothes, etc. to other people.
11. A teacher gives long and involved homework assignments and merely records whether or not you've handed them in. He never reads the actual work.
12. Bombers on a night mission over Viet Nam miss their target and drop their bombs on a village containing old people and children. The village has become known to harbor Viet Cong in the past.

Activity 31: VALUE PATTERNS

This exercise, in forcing the student to make choices, can help him to become more aware of those values which guide his efforts and give them meaning.

Procedure:

The group advisor reads off a set of three statements. Each student decides which one of these statements he considers most important and which one least important. The group is then divided into subgroups according to their patterns of choices. An illustrative set of items might be:

"To be generous toward other people." "to be my own boss." "To have understanding friends." All those who chose, "To be generous toward other people," as most important gather together in the same subgroup to discuss the reasons for their choices. Similar subgroups are formed for the other first choices. After five minutes of discussion, the subgroups gather together to respond to another set of items. New subgroups are formed based on the students' first choice.

Below are examples of other sets of items:

To be wealthy and famous
To live with someone you love
To live in a peaceful, harmonious world

To be my own boss
To be generous toward other people
To have understanding friends

To be well-liked
To be free from having to obey rules
To be in a position to tell others what to do

To do what is morally right
To go out of my way to help others
To have people willing to offer me a helping hand

To know myself
To be able to see in the future
To make an impact on the world

Usually two or three sets of items are sufficient to begin the session, to get the students interacting together, and to enable the students to examine their choices.

Activity 32: A MATTER OF PRIDE

Purpose:

This activity helps students become more aware of the degree to which they are proud of their beliefs and actions and this will encourage them to do more things in which they can take pride. Students also hear new alternatives from their classmate's lives.

Procedures:

The group advisor asks students to consider what they have to be proud of, in relation to some specific area or issue. Students respond with the words, "I'm proud of . . . " or "I'm proud that . . . " Any student may pass if he chooses.

Sample Questions:

1. What is something you are proud of that you can do on your own?
2. What is something you are proud of in relation to money?
3. What are you proud of that has to do with school?
4. What are you proud of that has to do with your gift giving?
5. What are you proud of in relation to your family?

Additional Questions:
(I am proud of . . . I am proud that . . .)

1. Something that I recently made as a gift for someone special.
2. My ability to organize my work.
3. Some aspects of my last year's vacation.
4. My family.
5. What I can accomplish independently of others.
6. My good and loyal friendships.
7. My difficult decision within the past year that required taking a risk.
8. My sports accomplishments.
9. The way I responded to a friend who was in need.
10. My nationality and family customs.
11. Something I did that did not require a great deal of courage but is a source of satisfaction.
12. Praise I received for some special achievement.
13. My ability to express my opinions, even when they differ from others'.
14. My responsibility for making someone else very happy.
15. My good taste in clothes.
16. Some skill I learned recently.
17. Helping someone through a difficult problem.
18. Something I did that expressed my honesty and moral principles.
19. A time when I asserted real leadership.
20. I showed extreme sensitivity to someone else's feelings.
21. I helped someone who needed money.
22. The religious beliefs that I live by.
23. I helped an elderly or sick person.
24. A time I was especially creative.
25. It was difficult to forgive a friend but I did it.
26. An occasion when I was honest and open.
27. It was difficult to tell the truth but I did it.
28. I helped a younger brother or sister understand a problem.
29. A surprise I planned for someone.
30. Attention to my family that showed my concern.

Activity 33: BADGES

Purpose:

To afford the individual an opportunity to review some of his personal characteristics for the purpose of gaining new insights in self-awareness.

Materials Needed:

"Badges" sheet
Paper or cloth scraps
Scissors
Felt tip pens
Crayons

Procedure:

Distribute the "Badges" worksheet and ask students to respond to the six questions.

After the student has answered the questions, he should write a brief summary of those responses in the space provided on the worksheet. In column 2, the student should give a title to his response. (For example, if a student lists "my eyes" as his favorite physical characteristic, he might give the phrase a title such as "Pupil's pupils" in column 2. In the third column, "Visual Symbol", he would write how he can visualize his responses (Example: A badge in the shape of an eye.)

The students are to begin working on their badges after completion of all the information requested on the worksheet.

The process of making the six badges will take some time. You might choose to provide an additional class period or two for working on the badges or have the students do the badges on their own.

If a student does not wish to display some of his badges, that is his prerogative. No student should be forced to display his badges.

If the students wish to continue with this activity, allow class time for a discussion.

BADGES

1. What is your favorite physical characteristic?
2. Which physical characteristic would you most like to change?
3. Describe your best achievement in the past five years.
4. What is your primary goal in life?
5. What behavioral characteristic do you consider to be your best asset?
6. Which behavioral characteristic would you most like to change?

BADGE (Summary)	TITLE	VISUAL SYMBOL (Ideas for)
1.		
2.		
3.		
4.		
5.		
6.		

Activity 34: BEST NEWS TELEGRAM

Purpose:

The students will share the best possible news that they could hope to receive via telegram which will help them think about what they value.

Materials Needed:

"Telegram" Worksheet

Procedure:

The group advisor will distribute copies of the "Telegram" and ask students to write out a message. Each student, in turn, reads to the group his telegram which should contain the best possible personal news he could wish for.

Group members should not be forced to divulge the contents of their telegram if they wish not to. This should be done on a voluntary basis.

Variation: Each group member write a telegram without putting his name on it. These telegrams are collected and read to the group who then attempts to identify the person who wrote the telegram.

TELEGRAM

To _____ Address _____ Date _____

_____

_____

_____

_____

_____

_____

_____

Sender's name

Activity 35: PEOPLE AND PLACES

Purpose:

In order to help students find out what they deeply prize and cherish, this exercise combines two areas and uses the contrasting elements of each to lead to some discoveries.

Procedure:

Ask students to divide a sheet of paper into four sections. They are to list in the first section 5 people they really like to spend time with (give enough time for this). Ask them to list in the block to the right of that data 5 places they truly enjoy going to. The places can be big, such as cities, or small, such as special rooms in their homes. This list becomes their "favorite places inventory."

Ask them to list in the lower left hand section 5 people with whom they don't like to spend time. Students may be a bit uncomfortable about this listing, but encourage them to do it as honestly as they can. Stress that these are people they actually do spend time with but with whom they would prefer not to. They may use a code or initials to identify these people if it will make them feel more comfortable. In the lower right-hand section they should list 5 places they avoid going to, places they feel are not the most pleasant places in the world for them.

When they are all done, they have before them some interesting data on opposites: people they like to be with and people they don't like to be with; places that are fun to go to and places that are no so great.

Below are some clarifying questions that help examine the data, questions to which there are no "right" answers. One of the powerful ideas behind values clarification is that it tries very hard (not always successfully) to avoid moralizing or backing a student into a corner and expecting him to come up with an "acceptable" answer. It is truly a process of inquiry, of search, and the questions the students ask will help them make sense out of the bewildering array of alternatives confronting them.

Perhaps it would be wise to state the three basic elements behind any values clarification strategy. First, we elicit some value-laden data for examination. We frequently use the phrase "We are going to inventory some things from the warehouse of your lives and experiences." Second, we accept the students' values statements in as nonjudgmental a way as possible. Third, we push the clarification a notch by looking at the data with some of the tools of values clarification. The following are possible values clarification questions which make use of the data elicited from the four opposite quadrangles.

1. What would it be like if you took the 5 people you like best to the place you like the least?
2. Would it make those places any better? Would those places ruin the people you like? Just what would happen?
3. What changes would you have to make the places you don't like in order to make them enjoyable for you?

Activity 36: POINT OF VIEW

Purpose:

The student will learn to state their position in a clear and direct manner in order to tune in to themselves and learn to know themselves and others better.

Procedure:

Explain the following definition to the group: A position statement is not an absolute truth. It merely explains your position on an issue. In order to make certain people realize this, you should begin a position statement with one of the following phrases: "My position is . . . "From My point of view . . . " The way I see it . . . " etc. A position statement should include a statement of feelings and your thinking. The feelings would include emotions (hope, fear, love, anger, etc.) and needs, related wishes, objectives or plans. Your thinking should include the here and now thoughts about the problem and the point of view which includes your assumptions and beliefs which you have used to interpret the problem.

After the above explanation, the students will get into groups of three to five. You are to give them five to ten minutes to think of a position statement on some topic such as family, friends, religion, school, politics, etc.

Stress that they should include their emotions, needs and objective in their position statement.

After the allowed time for thinking, each student takes a turn stating his position. The other members of the group compare the statement with the definition to see whether or not it had all the elements of a position statement.

If some elements are missing, the student restates his position, filling in the missing elements. The group then discusses how they felt in thinking through their positions and whether they found the process useful and helpful or not.

Activity 37: RATE OF RISK

Purpose:

This strategy enables students to look more closely at incidents in their lives and how risky or dangerous they consider them. This should help the students to identify his potential for risk-taking.

Materials Needed:

Riskometer Picture
Pencil

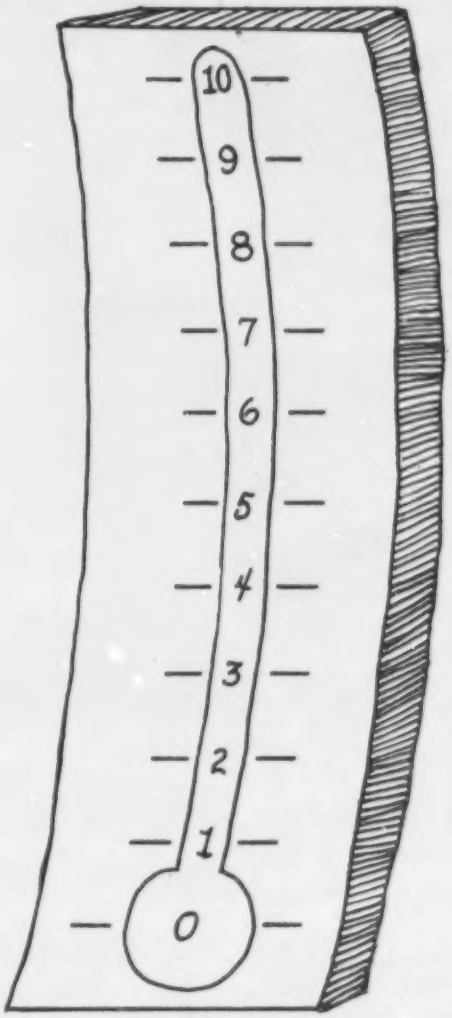
Procedure:

Distribute copies of the Risk-o-meter sheet and have students react to the questions.

After completion, have them meet in small groups to discuss the amount of risk-taking they feel they can handle and respond to the questions they answered.

RISK-O-METER

1. Mention one safe thing you do almost every day.
   Where would you place this on the risk scale?
2. Mention any fairly risky things you do quite often.
   Where would you place these on the risk scale?
3. What is the riskiest thing you've ever done without getting hurt?
   Did you plan to do this or did it happen accidentally?
   Where would you place it on the risk scale?
4. Have you ever been hurt or injured doing something risky? Where would you place this on the risk scale?
   Have you attempted to do this again?
   If not, would you in the future?
5. Name some things you might want to do someday, but feel right now they would be too risky to chance.
   Place them on the scale.



Activity 38: TRUST

Purpose:

To give the students an insight based on their own self-confidence into their ability to trust others, and thus to create a situation in which meaningful discussion concerning the nature and necessity of trust can take place.

Materials Needed:

Each student should be given a copy of the following list:

Imitate the crowing of a rooster
Give a two minute talk about your best qualities
Do a silent pantomime of a very sleepy person brushing his teeth
Give a two minute talk on what you like most about your classmates.
Recite a short nursery rhyme you remember from your childhood.
Balance a book on your head and walk across the room.
Read a short passage of your choice from a book that is available in the room.

Procedure:

The exercise should be introduced as an activity to measure their ability to trust others, without mentioning that this is also a measure of self-confidence.

Ask each student to number the activities on his list from one to seven, in order of what he could most prefer doing in front of the group to what he would least prefer doing. Explain that any individual may be called upon to actually perform one of his first three choices, so they will give serious thought to how they order the choices.

When everyone has completed his list, ask by a show of hands, how many put "imitate a rooster" first, and how many put it last. Do the same thing with each item, recording the results. When you have the numbers recorded, then go through the list again, asking someone who put the item as his first choice to actually perform the activity. Skip any item that no one chose for his first choice so as not to embarrass anyone.

After the performances are over (these need not take long since they have no value in themselves, but merely serve to keep the exercise "honest"), you can initiate discussion. Give the statistics about which activities were chosen first and last and ask the students to comment why they think certain items were rated the way they were. From this point, you will want to get into the main concern of the topic by using some of the following questions:

1. Did you feel uneasy about the whole idea of possibly having to perform one of the items on the list?
2. Do you think everyone listed the items in order of the least to the most embarrassing to do in front of a group? Is this an usual reaction?
3. In what way do you think the ordering of the list is an indication of our ability to trust others? Is it also a measure of how we trust ourselves? Why?
4. Is it safer to do something silly in a group like an imitation of a rooster, than it is to do something serious like talk about your own good qualities? Why?
5. How did you feel when you realized that you would not have to perform? (Applies when a group is large enough that some did not perform.)
6. Are our ability to trust others and our ability to trust ourselves two aspects of the same thing? Can you explain what you mean? Is this kind of trust different than the trust we exercise when we lend someone money or share a secret?
7. What would happen in a group like this if no one was able to trust others except in superficial things like imitating a rooster? Are there situations you've been in where matters never get beyond the level of silliness? What is it like? What do you think is the reason for it? What would it take to overcome that kind of situation?
8. How does a person go about developing greater self-confidence? Can we help each other become more self-confident? Can we destroy someone's self-confidence? In what ways? How would destroying someone's self-confidence affect his ability to relate to others?
9. Do you think much confidence-building takes place among your peers? Does the destroying of self-confidence take place? Can you give examples?
10. Is part of the reason why young people don't always trust adults due to the fact that they (the young people) have not yet learned to really trust themselves?

Activity 39: "FRIENDSHIP" RATING

Purpose:

The student will reflect on the value of friendship, stressing both the real and ideal qualities they hope to find in a friend.

Materials Needed:

"How do you rate" worksheet

Procedure:

Distribute copies of "How do you rate" worksheets to each student and give them the following instructions:

In Column 1, you are to list ten traits or qualities you would look for in an ideal friend;

Above Column 2, write the name of a friend of the same sex;

Above Column 3, the name of a friend of the opposite sex;

Above Column 4, the name of any adult you consider to be a friend.

Students should then rate these people according to the scale at the bottom of the worksheet. An example might be:

	Ann	George	Mr. Dover	Me
1. Honest	4	3	2	___
2. Sense of humor	3	4	4	___

(Initials may be used in place of name)

After the student completes the ratings for the three people he chose as friends, he is to label the final column "me" and rate himself.

A final tally is to be taken for all four people and the following questions can be used for discussion after completion of the tally:

1. How do you choose your friends?
2. Did your three friends rank high or low on your rating scale? Did however they were rated change your feelings about them?
3. Have you ever found that a very close friendship you once had with a person began to change and you no longer cared for him (her) as much?
4. Did the characteristics or qualities change during a period of time?
5. From your rating of yourself, do you feel you're a good friend?
6. How could you improve any qualities to become a better friend?

HOW DO YOU RATE?

COLUMN 1 Qualities you look for in a friend	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

RATING 5—On top!
4—Right on
3—O.K.
2—Pretty bad
1—No way

Activity 40: VALUES SITUATIONS

Purpose:
This exercise helps the student examine alternative value systems.

Materials Needed:
Alternative value situations

Procedure:
The class is to be divided into small groups of 4–5. A problem situation is to be presented in which alternative value systems would determine various solutions.

The students are to assume various roles, then switch the roles.

The group then convenes and discusses solutions to the problem and the actors share with the group how they felt as they played the roles.

The group can then compare feelings and solutions after the first role play with feelings and solutions after the second enactment.

After some situations are role played, the students are asked what values and attitudes are revealed by the solutions (e.g. loyalty to the company, punctuality). The student will state either orally or in writing, the values and attitudes suggested by the class.

SAMPLE SITUATION FOR ROLE PLAYING

1. Scene: Hot summer at inspection point on factory assembly line.
Situation: The foreman, who believes that all workers should be fully clothed at all times, is approaching an eighteen year old boy who is working without his shirt and shoes.
2. Scene: Parmatown
Situation: A girl, who desperately wants to become a member of a club, is being told by her best friend (who is a member), that the initiation into the club consists of shoplifting two items which total $10.00 in value.
3. Scene: Classroom before class begins
Situation: Your best friend asks you to let him look at your paper during a test. Although he studies, he just doesn't understand the problems and is failing the course.

Additional situations can be written by the group members.

Activity 41: VALUES CONTINUUM

Purpose:

This experience offers the students an opportunity to look at themselves and share their self-perceptions with other group members. Through this process of sharing, the students have an opportunity to relate themselves to the group and to learn through listening to other students the diversity of self-perceptions and self-concepts.

Materials Needed:

Paper and pencil

Procedure:

The group leader breaks the group into smaller groups of no more than four students. Each student is asked to think of two words which are opposites and deal with feelings, e.g., happy and sad, love and hate, sensitive and insensitive, etc. Each person in turn shares with his small group his two words and gives a brief description of the feelings. Each small group then selects one of the pairs of words which they would like to discuss. The group advisor gives each group a sheet of paper with a continuum already drawn and marked off. (As shown below.) The group writes one of the words at one end and the other is placed at the opposite end.

HATEFUL LOVING

The group advisor asks that the paper be circulated in the group and each student places his name where he sees himself. No discussion is made at this time. When everyone has placed himself, each student takes his turn explaining why he has placed himself in the position marked on the continuum. Following his explanation, members may ask questions. The students may wish to consider how they might move themselves toward the positive end of the continuum.

Variations:

If time permits, the subgroups may choose to repeat the process using another student's pair of feeling words.

Another variation is for each subgroup to introduce its members to the total group. One person begins by introducing the person on his left, the feeling words he used, where this person placed himself, and why he placed himself there.

Activity 42: THE VALUING PROCESS

Purpose:

To enable the student to test a belief he holds against the seven criteria of a value. This exercise also familiarizes the students with the valuing process.

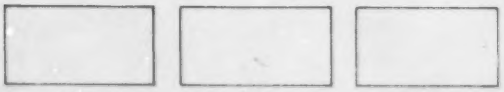
Materials Needed:

Paper or file cards
Pencils or pens

Procedures:

The group advisor asks the students to write a statement at the top of the paper about something they believe or value. This belief statement should be a personal statement which the student believes to be true. For example, a student may believe that all people are basically good and should be treated that way.

When each student has written his statement, the group advisor then asks that the students draw three boxes under their belief statement. Under the first box the students write "yes", under the second box they write "no" and under the third box they write "pass".



Yes No Pass

The group advisor then explains that the group members are going to walk around and exchange belief statements with six to eight other group members (depending on the size of the group.) The purpose of the exchange is to allow other group members to react to the student's belief statement. If a student agrees with another student's belief statement, he places a check in the yes box, if he disagrees he places a check in the no box, and if he wishes to pass and doesn't have enough information about the statement, he places a check in the pass box. Be sure to stress that the students are not to react on the basis of whether or not they think that the student practices his belief, but rather do they agree or disagree with that belief.

When the students have received the appropriate number of checks, they sit down and discuss their belief statement and their reactions to the yes's, no's and passes they received. This discussion may be in dyads, small groups or as a total group.

Following the discussion the group advisor asks the students to number from one to seven on the paper beneath the three boxes. The students will respond with either a yes, no, or pass to each of seven questions about their belief statement. The group advisor then asks the following questions to the group:

1. Was your belief freely chosen?
2. Did you consider other alternatives before you chose your belief?
3. Did you consider the consequences of choosing your belief?
4. Do you feel good about your belief choice?
5. Do you publicly state your belief?
6. Do you act on this belief?
7. Do you act consistently on this belief?

If a student was able to respond with a yes to all seven questions, his belief statement meets the criterion of a value. For those students who had less than seven yes's, their statements are value indicators. A value indicator may become a value if: (1) the student wants it to become a value, and (2) he is willing to work to turn the no's or passes into yes's.

Cautions: These seven questions generate a lot of discussion, so the group advisor must be willing to facilitate this discussion.

Activity 43: GROUP INTERVIEW

Purpose: The student will share and discuss with the other group members some of his personal interests, life activities, beliefs and things he values.

Procedure:

The group interview may be conducted in one of two ways. Choose one of the following:

Number one: Group members volunteer to be interviewed. (You may also choose not to be interviewed.) Then the group focuses on one member asking any questions of interest about the member's personal life, family, personal history or background, beliefs or values. The interviewee may choose not to answer any question which he feels is too personal, untimely or inappropriate. The interviewee may also ask the interviewer his purpose in asking the questions before he chooses to answer.

Number two: The focus shifts rapidly from one group member to another with any member asking any other member questions of interest —personal life, family, history and background, beliefs, values. The same ground rules apply.

Ground Rules:

1. Personal information, beliefs, and values are to be shared and discussed on a voluntary basis. Please remember that there are things which all of us do not wish to discuss with others at a particular moment. This feeling should be recognized and respected by all members of the group.
2. The group interview is not the place for argument or debate. Please respect each other's right to live differently, feel differently, think differently, believe differently, and value differently. You may well disagree with someone in the group, but try to understand his position rather than telling him he is wrong to try to make him change. People are more apt to change life styles, beliefs and values from experiencing more meaningful ones rather than being badgered into feeling they are wrong.

Sample Questions:

1. How many brothers and sisters do you have?
2. Do you get along with your parents?
3. What are your hobbies?
4. What is the most exciting thing that has ever happened to you?
5. What is the most embarrassing thing you ever have done?

6. Do you believe that men should be free at all costs?
7. What is one thing you would never believe in?
8. What in your life do you value most?
9. If you had to choose, would you rather be sickly, poor or disfigured?

Activity 44: WORK VALUES

Purpose:

The student will explore their value system through a listing of work activities they have done in the past month.

Materials Needed:

Value Sheet
Instruction Sheet

Procedure:

Distribute the two worksheets to each student and explain the instructions, having them follow along on their instruction sheet.

After they have completed their value sheet, discuss the values which seemed predominant during this exercise. This should help the students gain insight into possible future jobs that would appeal to them because of their particular value system.

INSTRUCTIONS

All people have values, although not all people have the same values.
When a person decides to work, they choose activities because it gives them an opportunity to express their values. Let's take a few minutes to take a look at your 10 activities and try to decide what values you were using when you chose those activities. You may check an activity more than once.

1. Look at your list and put a check in the column marked "Int" beside any activity which you did because you really enjoyed doing it and were interested in it.
2. Look at your list and put a check in the column marked "Adn" beside any activity which you did because you thought it would get you ahead or lead to something good in the future. For example, you may not enjoy studying but in the long run you think it will pay off for you to study.
3. Look at your list and put a check in the column marked "Rew" beside any activity which you did because you thought someone else would reward you for doing it. This might mean that you would earn money, or perhaps your parents would grant you privileges if you did the activity.
4. Look at your list and put a check in the column marked "Pres" beside any activity which you did because you thought others would respect you or give you special recognition if you did do it. For example, perhaps you did something to impress the person you're going with.
5. Look at your list and put a check in the column marked "Abl" beside any activity which you did because you are particularly good at doing it. For example, perhaps you helped a friend fix his car because you're really good at this and you can always get a car to run.
6. Look at your list and put a check in the column marked "Sec" beside any activity which you did because you feel really comfortable doing it. Something that you're familiar with; that you've done before, and that you know will be easy for you to do.
8. Look at your list and put a check in the column marked "Soc" beside any activity which you did because you knew it would help someone else. That is, something which you felt would make a contribution to other people or to society.
9. Look at your list and put a check in the column marked "Go" beside any activity which you did because you like the people that you did it with. That is, any activity which enabled you to be with friends or other people who are interesting to you.
10. Look at your list and put a check in the column marked "Adv" beside any activity which you did because you thought it was something new and exciting to do. That is, an activity that was adventurous because it was different from the types of things you usually do.

After you have checked the 10 activities for the 10 value columns, record the total number of responses for each column on the Tally Sheet. On the Tally Sheet you can see the 10 values which you have just explored.

1. Interest
2. Advancement
3. Reward
4. Prestige
5. Personal Goal
6. Ability and Preparation
7. Security
8. Social Service
9. Co-Workers
10. Adventure

Value Sheet

10 Work Activities										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

Write down 10 things that you've done in the last month which you would consider work. Remember, work is simply those things to which you are willing to devote time and energy.

Activity 45: PERSONAL COAT OF ARMS

Purpose:

Some of the most important questions which will result from values clarification activities are: "What am I doing with my life? Am I simply settling? Am I just reacting to others, or am I in control of the direction of my life? Is my life making a difference?" This activity is an enjoyable way of helping students think about these questions.

Materials needed:

Blank coat of arms sheets
Pencils or pens

Procedures:

The group advisor either gives the students a blank coat of arms sheet or has them copy the coat of arms on the following page.

The student is to answer each of the following questions by drawing, in the appropriate area on his coat of arms, a picture, design or symbol.

1. What do you regard as your greatest personal achievement to date?
2. How do you think other people see you?
3. What is the one thing that other people can do to make you happy?
4. What do you regard as your own greatest personal failure to date?
5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?
6. What three things would you most like to be said of you if you died today?

Students are not to use words except in area number six.

Emphasize that artwork doesn't count. The drawings can be simple, incomplete, and even unintelligible to others as long as the student knows what they express.

Other values questions may be substituted for these, for example:

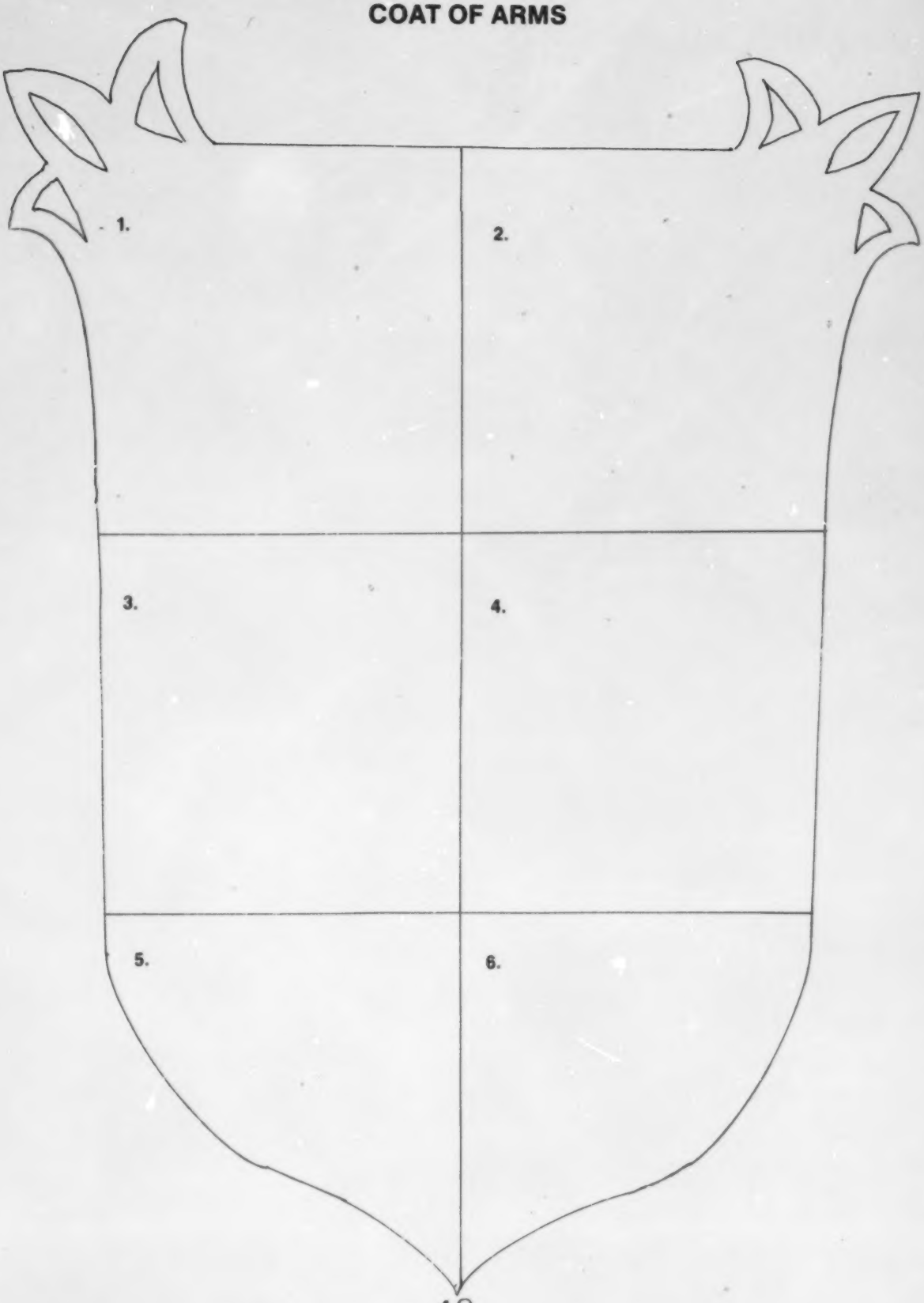
1. What is something about which you would never budge?
2. What is something you are striving to become? Or to be?

Students may then share, in small groups, the drawings on their coats of arms, explaining the significance of the symbols. They may cover any drawing they would rather not share.

Variations:

An excellent closing exercise following the Personal Coat of Arms is the I-Learned Statements. The I-Learned Statements allow the students the opportunity to reflect on what this exercise meant to them and what they discovered about themselves.

COAT OF ARMS



Activity 46: THREE PERSONS

Purpose:

By identifying with significant other persons in their lives, students become clearer about their own goals and purposes in life.

Materials needed:

Paper and pencil.

Procedures:

1. First the group advisor asks, "If you could not be yourself but you could be someone else, what is the name of the person you would most like to be?" The students are to write down on a piece of paper the name of the person chosen from real life, the news, fiction, movies literature, cartoons, history, etc.
2. Then the group advisor asks them to write down the name of a person "You would least like to be like," and third, "the name of a person who is most like you."
3. When they have listed their three persons, the students are to break up into small groups of from three to five members. They take turns sharing their lists with their group and explaining selections.
4. After the students have discussed their lists of three persons for ten minutes or so, the group advisor might ask Value Clarifying questions such as:

Were your people males or females?
Do your people have any traits or characteristics in common?
Would your list have been different three years ago?
Can you think of anyone whose list of people *you* would be on?
Would anyone be able to guess your list?
What would it take for you to become more like the first person on your list?

Caution:

Encourage the students to be sensitive to and accepting of other students as they share their lists. The students are revealing a great deal about themselves through their three persons.

Activity 47: I URGE TELEGRAMS

Purpose:

The group advisor gives each student a blank card or a blank telegram form. He asks the students to choose a real person and write a telegram to that person beginning with these words: "I urge you to . . . " The message is to consist of 15 words or less. The student is to sign his name to the telegram.

I Urge Telegrams can be sent to nationally known politicians, to local officials, to people in the entertainment or the sports world, or even to relatives, friends, or teachers. In each case, the telegram should reflect something the sender feels is important, something he values. Students can be asked to volunteer to read their telegrams to the group. Sometimes a discussion will break out over some of the telegrams.

Or the telegrams may be taped to the walls and students go on a gallery walk to see what others have written.

Materials Needed:

3 x 5 or 5 x 7 file cards or blank telegram forms
Pencils or marking pens

Variations:

Students may write I Urge Telegrams all during the life of the group. When they have written four, they spread them out and make I learned statements. Group discussion may center around the common themes in the telegram.

Activity 48: KEYING IN

Purpose:

This activity is designed to enable students to build together. It requires the ability to share, to trust, and to support each other so that they may build on each others' thoughts, feelings, ideas and actions rather than to negate or destroy them.

Procedures:

At the beginning, it is best to have only two to five students in the group. Break up the larger group into these smaller groups.

One person begins by stating a thought, feeling or idea that conveys part of his value system.

All the subsequent group members build on what has previously been said. They do this with sensitivity towards the feelings and thoughts of the other members. It is important that they do not destroy the work of the others.

Variations:

This activity may be used with a group to write a poem, tell a story, paint a picture, plan a project, etc.

The same rules would apply as stated above. Work together and function as a group member.

Activity 49: WORD IMAGE

Purpose:

To enable the student to identify his self-concept and work at improving it.

Procedure:

Each student is given ten small pieces of paper on which he is instructed to write ten adjectives that he feels describe him. Time is limited to 10 minutes.

The group advisor asks students to rank order the 10 adjectives, 1 being the most desirable to keep and 10 the least desirable.

Students, one at a time, share the word images with the group. The group rank orders them as they feel the person would rank them.

The student then shares his rank order with the group for comparison.

After all students have completed the above, each participant selects one word image and states a goal. This goal is verbalized to the group and is to be accomplished prior to the next group session.

Activity 50: IDEAL TWO DAYS

Purpose:

To help the students clarify what they want out of life and how they can plan ahead to help make this a reality.

Procedure:

The students are to look into their future and plan an ideal two day period. The future days can be any time from tomorrow to years from now. They are to imagine a 48 hour day and how they feel they could best spend their time. Stress that they can really let their imaginations go on this activity.

Have them write out their ideal two days in any form that they find most comfortable -- outline, diary, phrases, etc. Stress that they are to try to detail all of their activities for this period of time: what would they be doing, where would it be happening, who else would be involved, their reactions, etc. Since this account might involve some very personal experiences, the students may not wish to share this with anyone which should be his option. However, if some students would like to share their experiences, they should have this opportunity.

They may wish to keep a written account of the future and revise it periodically. They could also use it as a reference guide to what they want out of life.

Now that they have identified what they want, other activities in this booklet should be helpful in having them reach conclusions on how they can get them.

Activity 51: PUBLIC INTERVIEW

Purpose:

This strategy gives the student center stage in the group and the opportunity to publicly affirm and explain his stand on various values issues. Later on, inevitably, the student goes over his answers in his mind and thoughtfully considers what he has said publicly.

Procedures:

The group advisor asks for volunteers who would like to be interviewed about some of their beliefs, feelings and actions. The group advisor (the interviewer) and the volunteer (the interviewee) then move their chairs to the center of the group and sit facing each other.

The group advisor should review the ground rules for the first few interviews. The group advisor may ask the students any question about any aspect of the student's life and values. If the student answers the question, he must answer honestly. However, the student has the option of passing if he does not wish to answer one or more of the group advisor's questions. The student can end the interview at any time by saying, "Thank you for the inverview." At the end of the interview the student may ask the group advisor any of the same questions that were asked of him.

SAMPLE INTERVIEW QUESTIONS:

1. Does your family do anything together that is fun?
2. If you could be any age what age would you like to be?
3. Did you go on a vacation this year? If you could go anywhere in the world you wanted to next year, where would you go?
4. As you look at the world around you, what is something you sometimes wonder about?
5. Do you watch T.V.? How much?
6. Do you believe in God?
7. What is your stand on smoking?
8. How do you feel about grading in school?
9. What did you do last night?
10. What is one thing you would like to do before you die?
11. Who was your best friend before the best friend you have now?
12. What are you saving money for?
13. Of all the things you do in your free time, which do you like the most?

14. What does your family normally do on Thanksgiving? Christmas?
15. What books have you read that you like?
16. If you were a teacher, how would you teach your classes?
17. Is there something you want badly but can't afford right now? What?
18. Have you seen any movies in the last few months that you liked?
19. If you could be any living person other than yourself, who would you be?
20. What would an ideal job be for you?

Variations:

The group advisor can use the inverview questions suggested here or make up his own. He may find it helpful to write the questions on a 3 X 5 card. Above all, the group advisor must listen to what the student answers and show he is interested. The best questions in the long run are not the pre-arranged ones, but the ones that occur to the group advisor spontaneously as he looks at the interviewee and thinks about what he is saying.

When students are being asked questions in front of the group, they often can't remember the questions you asked them when it is their turn to ask you questions. It sometimes helps to allow the other students to remind the interviewee of the questions you asked. ("Ask him the one about . . . ")

Activity 52: OBJECT IDENTIFICATION

Purpose:

This exercise enables the student to discover previously hidden or unknown dimensions of himself and his Value system. Students learn about themselves by identifying with certain aspects of their chosen object.

Materials Needed:

A bagful of assorted objects (Paper clip, ruler, scissors, paper, rock, stick, leaf, sea shell, apple, orange, knife, balloon, magazine, newspaper, candle, matches, clock, toys, or anything else the leader wishes to add.)

Procedures:

The group advisor announces that this experience can be both playful and meaningful at the same time and hopefully will help each person discover something about himself. The group advisor then places the bagful of objects outside the perimeter of the group and announces that each person will have an opportunity to go to the bag and pick an object which vividly stands out for him. The person then returns to the group and identifies with the object in the form of "I am" sentences. For instance, a person identifying with the orange may say, "I am sweet and pleasant on the inside, but I have a tough outer layer. To know me you have to peel off my rough outer skin. I am not growing now, but I have a seed inside me which can grow." The group advisor asks for a volunteer to go first and each person in turn picks an object and identifies with it in the form of "I am" sentences.

Variations:

It is possible to use one object in a variety of ways. The group advisor may suggest to the student that he alter his object in some way to discover a new aspect of himself. For instance the student with the orange may peel the orange and share the orange sections with the group.

This exercise can be carried out by having the students look around in the room and pick an object that stands out for them. The students then identify with their chosen object in the form of "I am" sentences.

Cautions:

It is important that you help the students identify with their objects, rather than merely describe them. Therefore, whenever a student begins to use the third person ("The window is transparent") have him change to first person ("I am transparent.") The self of why person is an I, not an it, so help the student describe themselves in "I" language.

Activity 53: SHARING SUCCESSES

Purpose:

This experience enables the students to reflect on their accomplishments and successes and the feeling that "I am a worthwhile person" which naturally follows such meaningful events. This exercise also encourages students to think of themselves in more positive ways and brings about a greater awareness of their self-concept.

Materials Needed:

Paper and pencil

Procedures:

The group advisor instructs the group members to take a minute or two of quiet time to think about the successes or achievements in their lives that they feel good about. The group advisor then asks each person to write down three successes or achievements that he or she values. When everyone has completed his or her list, the group advisor then asks for a volunteer to share his list with the whole group. This process is repeated until everyone has shared his list. The members of the group are free to ask any clarifying questions of the person who is sharing his list.

Cautions:

Some students may have trouble thinking of three successes they feel good about. This is fine, don't dwell on their inability to think of three (or any) successes. Allow them to pass on this exercise.

In this exercise it is important to discourage any ridicule or sarcasm when students are sharing their successes. No matter how small or insignificant one person's success may seem to us, it is still important to that person!

Activity 54: FUTURE AND PRESENT ME

Purpose:

To enable the students to explore their present values and self-perceptions, their future values and self-perceptions and any discrepancies between the two. The exercise helps the students align their present value systems with the goals they perceive as being worthy of a lifetime.

Materials Needed:

Blank "I Want to be Remembered As" sheets
Blank "This is Me" sheets
or
Paper for students to make their own lists
Pencil or pens

Procedure:

Ask your students to imagine that they have the ability to influence what other people will say about them after they die and pass away. In other words, each of us has the power to cause people to remember us in any way we wish. The question you want each person to ponder is, "How would I like to be remembered after my death?". As the students ponder the question, distribute copies of "I Want to be Remembered As" or post the list of the fifteen characteristics on the board so that the students can make their own lists.

When everyone has finished making his list, come together as one group and conduct two rounds of sharing — the first for each person to share his number one characteristic, the second for each person to share his number fifteen characteristic.

The second half of the exercise focuses on the here-and-now me. Ask each person in the group to consider the questions, "Who Am I Now?" and "What Are All the Many Characteristics of Me Today?". Distribute the copies of "This is Me" or place the list of characteristics on the board. Have the students rank order this list of characteristics.

Either in the total group or subgroups, ask the students to compare their ranking on "I Want to be Rememered As" and "This is Me." Do the students' responses complement or contradict each other? Is it up to each student to decide what the discrepancies between his two lists suggest to him? The leaders may wish to ask the students "How does who you are compare with who you want to be remembered as? How do the differences in the two lists make you feel?"

The leader may also discuss with the students, "What can you do to become more like the person you want to be remembered as?" In this discussion, help the students consider those factors in their lives which they can control and those factors over which they have no control.

Variations:

Have the group make up their own list of characteristics for "I Want to be Remembered As" and "This is Me". When the group agrees on fifteen items, have each person then rank the list for himself. Use the same process as described above.

I Want to Be Remembered As

Rank order the fifteen characteristics listed below in order of their importance to you. The characteristic you rank as number one should be what you would most like to be remembered as; the characteristic you rank as number fifteen should be what you would least like to be remembered as.

_____ a thinker
_____ successfully employed
_____ religious
_____ hard working
_____ concerned about others
_____ open-minded
_____ creative
_____ wealthy
_____ civic-minded
_____ well-known
_____ supportive
_____ "my own person"
_____ easy going
_____ idealistic
_____ dependable

This is Me

Consider each description carefully to determine how it applies to you. Now place each description in one of the appropriate categories which describes how the description fits you. Make sure that you place each description in one of the three categories.

determined
afraid
sensitive
church-goer
a loner
hard-working
put things off
rebellious
easy to get along with
I like myself
curious
reliable
inventive
good son (or daughter)
spontaneous

Very True

Sort of True

Not Me

Activity 55: STRENGTHS — WEAKNESSES

Purpose:

This exercise helps students to evaluate their self-concept by identifying five strengths and weaknesses.

Materials Needed:

3 x 5" card
Pencil

Procedure:

Distribute 3 x 5" cards and have student write "What are my strengths?" on one side and "What are my weaknesses?" on the reverse side. Have them number 1-5 on both sides and fill in five items on each side of the card.

When they are finished they are to hand these cards in, unsigned, to the group advisor. The group then selects a memeber to read the responses.

For the sake of discussion, it might be helpful to list these responses on an overhead or blackborad so the students can compare and notice any similarities.

Now, as a group, they are to try and guess which member made which response. They are to include in their discussion the reasons for their choices.

When the group is finished guessing, identify and discuss.

Activity 56: PERSONAL PUZZLE

Purpose:

To give students the opportunity to view personal perceptions of self compared with the view others have.

Materials Needed:

"Puzzles" activity sheet. Directions for completing the activity are as follows:

1. Each student should read through the entire list looking for twenty adjectives that he feels are descriptive of him. He can check his selections as he reads along and then go back and underline his final twenty selections.
2. Each student should select a partner and exchange worksheets. The partner is to turn the worksheet to the other side and circle twenty adjectives he feels best describes the other person. He should attempt to refrain from looking at his partners' answers on the reverse side of the worksheet. The worksheets are then returned to the owners.

Distribute "How Do the Pieces Fit?" activity sheet. On it the students are asked to reflect on the similarities and differences between his perceptions of himself and those his partner had of him.

PUZZLES HAVE PIECES

absent-minded
accepting
aggressive
articulate
artistic
athletic
attractive
bossy
cautious
charming
clever
clumsy
committed
competitive
complaining
conceited
concerned
crabby
creative
dependent
dishonest
energetic
envious
firm
forthright
friendly
funny
generous
gentle
good-humored
happy
hard-working
heavy
honest
hostile
husky
impatient
intellectual
kind
lazy
loud
loving
loyal
mature
mean
moody
mouthy
muscular
naive
narrow-minded
nervous
organized
outspoken
peaceful
petite
posed
polite
prejudiced
proud
prudish
quiet
rebellious
reckless
reflective
respectful
responsible
sad
selfish
sensitive
short
shy
skinny
slim
sloppy
smart
sophisticated
spiritual
spiteful
stubborn
sympathetic
talented
talkative
tall
thoughtful
two-faced
unique
warm
well-built
well-dressed

HOW DO THE PIECES FIT?

Compare your responses to "Puzzles Have Pieces" with those your partner circled.

1. List the comparisons you think are similar.
2. Were there comparisons which were quite different? If so, list these.
3. What reasons can you give which might account for the difference between the two appraisals?
4. Which puzzle is more favorable, your own or the one your partner pieced together?

Activity 57: HOW WOULD YOUR LIFE BE DIFFERENT?

Purpose:

This exercise uses the fantasy "How would your life be different" to help students think more deeply about some of their hopes and aspirations, and about what they are doing to achieve them.

Procedure:

1. The group advisor asks the group to let their imaginations go on this exercise and see what they discover. The group advisor then says to the group, "You have just been informed by your doctor that you have only one year to live. You believe that his diagnosis is correct. Describe how your life would be different during the next year if you were to receive this news."
2. Give the students a few minutes to reflect upon this question. After several minutes, either in small groups, or as a total group ask the students to share their experiences. You may wish to ask the question: "If you would change your life in some way, what is stopping you from moving in that direction now?" Allow time to discuss that question.

Variations:

An excellent activity to follow this one is the "Personal Contract". The students may wish to make a personal contract with themselves based upon what they learned from "How Would Your Life Be Different". The contract helps the students make a firm commitment to make a positive change in their lives.

Activity 58: PERSONAL THEMES

Purpose:

This exercise is designed to help the students gain an appreciation of the personal themes and patterns which characterize their inter-personal relationships. The exercise also helps the students consider those values which influence their ways of relating to one another.

Materials Needed:

Two "Themes" sheets per person
Pencils or pens

Procedure:

1. Distribute a copy of "Themes" to each student. Ask the students to circle all the words and descriptions which characterize their ways of relating to other people. In other words which words best describe their style of interacting with other people. Ask the students to respond to the sheet as spontaneously as they can.
2. When everyone has finished, pass out a second copy of "Themes" to everyone. Then ask each person to choose a partner. Each student's task is to circle the descriptors on the Themes Sheet which describe his perceptions of his partner's ways of relating to other people. The second sheet then becomes a vehicle for giving feedback to the student's partner. Encourage the students to be frank and open in filling out the second sheet.
3. When each pair completes their second Themes sheet, ask them to compare their lists, noting any similarities or differences between their self ratings and the partner's rating of them. In the dialogue which follows, ask the student to explain their perceptions of the other person's style of relating and why he chose that word or phrase to describe the other person's style. To facilitate this interchange, you may wish to ask some of the following questions:

How do you feel about your life?

How do you feel about your partner's views of you?

What similarities are there in the two lists?

What differences are there in the two lists?

Which areas would you like to change?

Which areas would you like to do more often?

Variations:

You may wish to pass out another Themes sheet and ask the students to circle the descriptors which characterize their ways of relating to their family. A comparison of this rating with the first self-rating may yield some meaningful differences.

THEMES

unforgiving thoughtless consistent outgoing easily-approachable suspicious shy attentive easily hurt opinionated demanding quiet good-natured interested easy going unsure selfish easily led cold serious loyal concerned talkative slow to relate aggressive obliging affectionate trusting dependent generous selective argumentative independent fun-loving moody dependable silly interesting reserved likeable truthful superior unpredictable warm shallow indifferent humorous light-hearted sensitive dynamic selective leader distant callous

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Activity 60: UNFINISHED SENTENCES

Purpose:
This exercise helps the student to explore some of his beliefs, goals, attitutes and purposes. By revealing these value indicators, a student should experience a growing awareness of his value system.

Materials Needed:
Copy of "Unfinished Sentences"

Procedure:
The group advisor is to distribute the "Unfinished Sentence" questionnaire. Each student responds to these unfinished sentences as quickly as possible.

After completing the sentences, the student attempts to analyze his responses and see if any pattern emerges.

These may then be discussed in small groups.

INCOMPLETE SENTENCES

Complete the following sentences as rapidly as you can.
Write the *FIRST* thought or feeling that comes to your mind. Do not skip any.

1. I feel that my father _____
2. When the odds are against me, _____
3. I always wanted to _____
4. If I were in charge, _____
5. To me, the future looks _____
6. The people over me _____
7. A am afraid of _____
8. I feel that a real friend _____
9. When I was a child _____
10. My idea of the perfect person is _____
11. When I am at Schaaf, _____

12. Compared with most families, mine _____

13. My boyfriend (girlfriend) _____

14. I believe I have the ability to _____

15. I look forward to _____

16. In school, my teachers _____

17. People don't know I feel _____

18. My feelings about married life are _____

19. My family treats me like _____

20. I don't like people who _____

21. My mother and I _____

22. My greatest mistake was _____

23. I wish my brother (sister) _____

24. My greatest weakness is _____

25. My secret ambition in life is _____

26. My dream is _____

27. I wish I could lose the fear of _____

28. The people I like best _____

29. If I were young again _____

30. I believe most women _____

31. If I could be someone else, _____

32. Most families I know _____

33. I like working with people who _____

34. I think most parents _____

35. When I was younger, I felt guilty about _____

36. My hobby is _____

37. When luck turns against me, _____

38. My children _____

39. What I want most out of life _____

40. People whom I consider my superiors _____

41. My fears sometimes force me to _____

42. When I'm not around, my friends _____

43. My most vivid childhood memory _____

44. God is _____

45. The worst thing I ever did _____

46. People who work with me _____

_____

47. I could be perfectly happy if _____

_____

48. It seems to me that I am best in _____

_____

49. The thing that really upsets me is _____

_____

50. Someday, I will _____

_____

Activity 61: WHO AM I

Purpose:

In this experience students reflect on the question "Who Am I?" and gain a greater awareness of their unique personality structure. Students also examine the value they place on certain personality traits.

Materials Needed:

Paper and pencil
Blackboard or poster paper

Procedures:

The group advisor asks each person to find a place in the room where he can be alone with himself. Each person is asked to reflect on the question "Who Am I?" and answer the question to himself on paper in the form of ten words, phrases, or descriptors. Instruct the students not to number each word or phrase, rather just to list the ten words or phrases as they occur to them. Allow about ten minutes for each person to complete his list so that he has each word or phrase on a separate piece of paper. Next, the students are to rank order their lists so that the least meaningful personality trait is on the top. When everyone has finished the rank ordering, ask the students to find a partner whom they would like to share their lists with.

Prior to the students forming pairs, the group advisor should place the following list on the board or on poster paper:

1. Why I put this first
2. How I would be without this
3. Why I value this
4. How this helps me
5. I am not this when I
6. If I were this all the time I would be
7. If I were never this I would be
8. This is me because
9. How I would be if this were number one
10. Why I put this last.

Ask the students to turn their stacks upside down, so that beginning with ten they answer the appropriate question for each personality trait. For instance, if a student put the word "stubborn" for his number ten trait, he would respond "I put stubborn last because I really don't like it when I'm stubborn. It helps me get my own way, but it causes me to lose friends too."

The partners discuss each question together as they work their way up the list from number ten to number one.

Variations:

Bring in paper, pencil, crayons and paints and have the students create self-drawings based on what they learned from the Who-I-Am experience. They can then share their "Who I am" drawings with another person, in small groups, or with the total group.

Another variation is to have the students create three self-drawings: Who I am, Who I would like to be, and How I can become who I would like to be. These drawings are exercises both in creativity and in self-awareness and can be significant learning experiences for both the students and group advisor.

Activity 62: OBITUARY

Purpose:

This exercise enables students to look at the meaning of their lives in a challenging way —and to see their lives more fully. It also helps them to gain perspective of life by contemplating death.

Materials Needed:

Obituary formats

Procedure:

The teacher will hand out the following format for writing an obituary notice:

_____

(your name) , (age) , died from.....

_____ _____

He is survived by..... At the time of his death, his principal endeavor .....

He will be honored for.....

He will be remembered by .....

because.....

He made contributions in the areas of .....

He always hoped that he would.....

The internment will be .....

Flowers may be sent .....

In lieu of flowers.....

The students are to imagine that they are members of the obituary staff of a large newspaper and are now expected to write their own obituary.

After they have completed this assignment, they can pair off with a friend and compare notices.

A variation might be to draw a line down the middle of a piece of paper. On the left side, they are to write their obituary as it would appear if they were to die today. On the right side, they are to write the obituary as they would like it to appear if they were to die 50 years from now and compare them.

Activity 63: "I GOTTA BE ME"

Purpose:
This exercise encourages students to examine themselves and their values.

Materials Needed:
Copies of "A Self-Actualization Check List."

Procedure:
Distribute copies of "A Self-Actualization Check List." and have students react to the questions. They are to keep this and from time to time, you might request that the students review this list and see if any changes in attitude have occurred. If so, a discussion could follow as to the response for these attitudinal changes.

SELF-ACTUALIZATION CHECK LIST

I am in the process of becoming a more Self-actualized person		YES	?	NO
Understanding basic human needs	1. Caring for my own basic physical needs such as food, shelter, clothing and good health			
	2. Loving my self and others			
	3. Risking, creating, exploring			
	4. Learning, studying, and thinking			
	5. Helping and working with others			
	6. Accepting my strengths and limitations			
	7. Striving for dignity and self-respect			
Expressing human feelings	8. Being open and spontaneous			
	9. Expressing joy and happiness through laughter, smiles, and cheer			
	10. Becoming close, and caring with another person			
	11. Expressing grief and sadness with tears and anguish			
	12. Expressing my fears, anxieties, and worries			
	13. Expressing the anger and frustration in my life			
	14. Celebrating life with others			
Self-awareness and control	15. Becoming aware of my body sensations of breathing, seeing, hearing, tasting, touching and smelling			
	16. Having faith in my unique talents and abilities			
	17. Becoming aware of and sensitive to the feelings of others			
	18. Inhibiting and controlling my undesirable behaviors			
	19. Planning and directing my own future			
	20. Rewarding and reinforcing my desirable behaviors			
	21. Wishing, fantasizing, and daydreaming			

		YES	?	NO
Becoming aware of human values	22. Practicing social skills of courtesy, honesty, and cooperation			
	23. Developing an awareness of the importance of knowledge, power, and wealth			
	24. Nurturing, serving and nourishing others			
	25. Developing awareness and appreciation of beauty in art and music			
	26. Committing myself to selected values and expectations			
	27. Learning to care more fully			
Developing social and personal maturity	28. Anticipating the consequences of my own behavior			
	29. Assuming self-determination and responsibility			
	30. Adapting to personal, social and technological change			
	31. Assuming community and social responsibility			
	32. Identifying with and aiding others			
	33. Transcending myself through universal identification			
	34. Renewing and re-creating my Self			

Reprinted from *Self Actualization,* Robert Valett Phd., Argus Communication, 1974.

STUDENT VALUE SURVEY

This is not a test, so there are no right or wrong answers. The following statements are about you and your values. If you strongly agree with the statement, place an X on number seven. If you strongly disagree with the statement, place an X on number one. If you are not sure where you stand on the statement, place an X elsewhere on the line which best describes you. Try to avoid using number four when you are not sure about how to answer. Try to place yourself towards the end of the line which is most like you.

1. I know what I value and what is important to me.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

2. I can make choices for myself easily.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

3. When I make a choice for myself, I consider the consequences of my choice.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

4. Before I make a choice, I consider all the different possibilities that are open to me.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

5. I feel good about my values and beliefs.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

6. I tell other people what I believe and what I value.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

7. I act on the basis of what I believe and what I value.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

8. My actions reflect what I want to do rather than what others expect me to do.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

OPTIONAL ACTIVITIES

Activity OA-1: PERSONAL CONTRACT

Purpose:

To enable the students to follow through on any changes they wish to make in their lives.

Materials needed:

Paper and pencil

Procedures:

1. The group advisor says, "In these sessions together we have discovered quite a bit about ourselves and how we live our lives. In this activity you have the opportunity to make a contract with yourself about some change you would like to make in your life. It can involve starting something new, stopping something old, or changing some present aspect of your life.
2. For example, perhaps you want to do something about ecology. You might make a self-contract which says: 'For the next week, I will turn out the lights each and every time I leave my room, thus saving electricity, thus cutting down on the pollution from the electric company.' Perhaps you want to buy a guitar and will contract to save 25¢ a day until you have enough to buy your guitar. Perhaps you will contract that every time your brother teases you, you will tell him how it makes you feel and ask him to stop instead of simply punching him. Make the contract about any area in your life which is important to you and which you would like to work on."
3. The students write out their contracts and if they really intend to carry their contracts out, then they sign their name at the bottom. Volunteers may read their contracts to the class.

Activity OA-2: SHARING APPRECIATIONS

Purpose:

To allow the students to share any thank you's or appreciations they have for other members of the group.

Procedure:

The group advisor may begin by sharing any appreciations or thank you's he has for the group members or he may ask if anyone wishes to share appreciations for other members before the group ends.

The group advisor may suggest that each person go around the group and share his feelings or appreciations about any other member of the group. the process is repeated until everyone has both given and received appreciations from everyone else.

Cautions:

Often, positive feedback is harder to accept than negative feedback, so the group advisor should attempt to help the person hear and accept what has been said to him or her.

Activity OA-3: CLOSURE CIRCLE

Purpose:

To enable the students to crystallize their feelings about the group and to bring closure to the group.

Procedures:

The group advisor asks the students to stand up and form a circle. The group advisor then states that this is the final activity and the students are free to express any thoughts or feelings they have about themselves or the group. The group advisor suggests that the students respond to one of the following items:

"Right now I feel . . ."
"I wish that . . ."
"This group has been . . ."
"I learned that I . . ."

After everyone (including the advisor) has made a statement about himself or the group, the group advisor then thanks the students for their participation, wishes them well, and says goodbye.

Cautions:

This can be a very meaningful activity. Make sure that everyone gets a chance to take part. If you sense that the ending may be hard for some students to accept, stress that they are leaving with a greater sense of who they are and what they value and with new friendships that they did not have when the program began. In essence, this is not an ending but a beginning — a beginning of new friendships, new life choices and new opportunities.

CONTRACT

I _____

(your name)

make this contract that by

_____

(date due)

I will live by the following resolution

_____

_____

I will give a copy of this to

_____

(name of contract holder)

who will contract me by the due date to celebrate with me the completion of this contract and at which time we will have a contract burning.

_____

(your signature)

_____

(signature of contract holder)

ACTIVITY OA-4: VALUES WHIPS

Purpose:

Values whips (one sentence statements of feelings or experiences) provide a simple and rapid means for students and teachers to see how others react to various issues or questions. Typically, Values Whip questions deal with one of the seven valuing processes.

Procedure:

The teacher or a student poses a question to the class and provides a few moments for the members to think about their answers. Then the teacher whips around the room calling upon students to give their answers. The answers should be brief and to the point, although sometimes a student may want to give a little background to better explain his answer. Students may choose to pass.

Sample Questions:

1. Wht is one thing you would change in our world? in your town? your school? your neighborhood?
2. What is one thing you hope your own children will not have to go through?
3. What is one thing about which you have changed you mind recently?
4. Who is one person you know who seems to have it "more together" than you? What can you borrow from his life?
5. How did you handle a recent disagreement?
6. What would you have Ralph Nader work on next?
7. What could you give, personally, to the Presidential candidate of your choice?
8. What is one issue on whikh you have not yet formed a definite opinion?
9. Who is the fairest adult you know? What is his or her secret?
10. In your opinion, what should black people (or white people) be doing about integration?
11. What do you want to do about racism?
12. What is something in the news that really disturbed you lately?
13. Which local issue disturbs you?
14. Where do you want to be twenty years from now?
15. How much time do you spend worrying about nuclear warfare?
16. Would you be willing to limit car usage in order to reduce noise and pollution?
17. What one quality do you want in a friend?
18. What is something you really want to learn how to do before you die?
19. What are two places you must see this year?
20. What would you do if you objected to a new school policy?
21. How would you spend $100.00? (Or, what would you do with $100.00 — some people may choose to save it, which tells you something the first question doesn't allow for.)
22. What did you do that took courage, last week?
23. What was the high point of last Christmas?
24. What is something you are proud of?
25. What is some issue about which you have taken a public stand recently?
26. What was a recent decision you made that involved consideration of three or more alternatives?
27. What is something you really believe in strongly?
28. What is your favorite sound?
29. Who is your favorite character?
30. Who is your most influential teacher (not necessarily in school — a friend, grandparents, etc.)?

All of the above except for numbers 21, 22, 23, 28, 29 and 30 are copied from *Values Clarification* by Simon, Howe and Kirschenbaum.

MINI–ACTIVITIES

Mini — Activities

The following activities can be used throughout the year when you have 10–15 minutes.

ACTIVITY 1

Gift Shop

If you were in a gift shop, what kind of gift would you get each of the members of your group to make them feel good about themselves as well as you? Share with the group. React to the gifts others gave you. Try to be honest with them. Would the gifts really make you feel good about yourself? Them?

ACTIVITY 2

People Perceptions

Describe the kind of house you think each member now lives in or would live in if they could purchase a home. What kind of work? Hobbies? Entertainment? Share with the group. React to others' perceptions of you.

ACTIVITY 3

Soliloquy

Each member is to give a five minute soliloquy about himself.

ACTIVITY 4

Name Interpretation

Describe to the group what your name means to you.

ACTIVITY 5

Another Person

If the members of the group could change their names and be someone else, who do you think they would choose to be? The figure can be from history, the present or a character from a play or novel. Share with the group. React to others' insights of you. Would you really like to be such a person?

ACTIVITY 6

Capabilities

Describe what you do least well. Each member is to take his turn. Then describe what you do best.

ACTIVITY 7

Little People

Try to picture each member of the group at age eight or nine. What kind of a person was he or she? Shy? Aggressive? Follower? Leader? It may help to close your eyes and develop a mental image of the person. Share with the group.

ACTIVITY 8

Free-Flowing Feelings

If art supplies are available, as a group, using finger paints or paints or pastels, put your feelings on paper. It may be helpful to listen to different kinds of music via a record player, and express your feelings in relation to the moods of the music. Then try to guess who painted what and why. What does the art expression reveal about the person who did it?

ACTIVITY 9

Pocketbook Probe

To study trust phenomena, the group is divided into divisions as follows: (a) those willing to have their wallet or purse examined by others; (b) those unwilling to have their wallet or purse examined, but willing to examine others; and (c) those unwilling to do either. Members of subgroup B examine the wallet of subgroup A, with subgroup C observing. Talking is allowed and encouraged. As soon as the examination period is over (allow about 10 minutes), the group reassembles, observers report and all members discuss the experience.

ACTIVITY 10

Room Design Fantasy

Participants are asked to close their eyes and take about three to five minutes silently designing a room for themselves. They are encouraged to try to remember as much detail as possible. Members share their design with the group and discuss their selections. This self-disclosure exercise is useful in the early life of a group.

ACTIVITY 11

Role Trading

Two group members are asked to trade roles and try to "be" each other for a few minutes during the group meeting in order to attempt to enhance empathy for each other.

ACTIVITY 12

Nonsense Syllables

A participant is asked to try to convey his or her feelings to another by using nonthreatening nonsense syllables such as foo, zak, ock, lib, paa, etc.

ACTIVITY 13

Opening the Gunnysack

When participants seem to be "sitting on" significant reactions to each other (gunnysacking), the facilitator asks them to write down what they cannot say to each of the others. The facilitator collects the papers and reads them aloud anonymously.

ACTIVITY 14

Pair Description

Group members are asked to pair off and independently jot down free association descriptions of themselves and their partners. They share these with each other to check perceptions and to develop some commitment to each other.

ACTIVITY 15

Stupid Statements

As an icebreaker early in a group's life, participants are asked to stand in a circle and take turns saying or doing something stupid or nonsensical.

Which of the above exercises helped you most to know others better?

OTHER MATERIAL FOR USE WITH A "VALUES IN ACTION" PROGRAM

30 CLARIFYING RESPONSES FOR VALUES CLARIFICATION

The responses listed here are recommended as useful clarifying responses. The acid test for any response is whether or not it results in a person reflecting on what he has said or done, clarifying, getting to know himself better, examining his choices, considering what he prizes, looking at patterns in his life and so on. If the response makes the student defensive, or gets him to say what the adult wants him to say, or gives him the feeling that the adult is nagging at him, it is being used improperly or with poor timing. An accepting, noncommital attitude on the part of the person making responses is crucial.

1. Is this something that you prize?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider any alternatives?
5. Was that something that you yourself selected or chose?
6. Have you felt this way for a long time?
7. Did you have to choose that; was it a free choice?
8. Do you do anything about that idea?
9. Can you give me some examples of that idea?
10. What do you mean by _____: can you define that word?
11. Where would that idea lead; what would be its consequences?
12. Would you really do that or are you just talking?
13. Are you saying that . . . (repeat)?
14. Did you say that . . . (repeat in some distorted way)?
15. Have you thought much about that idea (or behavior)?
16. What are some good things about that notion?
17. What do we have to assume for things to work out that way?
18. Is what you express consistent with . . . (note something else the person said or did that may point to an inconsistency)?
19. What other possibilities are there?
20. Is that a personal preference or do you think most people should believe that?
21. How can I help you do something about your idea? What seems to be the difficulty?
22. Is there a purpose back of this activity?
23. Is that very important to you?
24. Do you do this often?
25. Would you like to tell others about your idea?
26. Do you have any reasons for (saying or doing) that?
27. Would you do the same thing over again?
28. How do you know it's right?
29. Do you value that?
30. Do you think people will always believe that? Or, "Would Chinese peasants and African hunters also believe that?" Or, "Did people long ago believe that?"

The reader may note that some of the responses listed . . . are geared directly to one or the other of the seven valuing components.

(The above is copied from *Values and Teaching*, by Raths, Harmin and Simon; pages 56-62. Refer to those pages for an elaboration on each of the questions. Pages 63-65 categorize clarifying responses as they are suggested by each of the seven valuing processes. Pages 65-72 elaborate on topics that are ripe for clarifying responses.)

Before using Clarifying Responses one should first read Ch. 5 of *V. & T.* or a handout explaining specific points about using this technique.

WORDS OF WISDOM

The following sayings can by used as "Words for the Week" and discussed in class at the end of every week or when time permits.

1. Adventure is the meeting of dreams and reality.
2. True greatness is like a river. The deeper it is, the less noise it makes.
3. Take life as it happens, but try to make it happen the way you want to take it.

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2. True greatness is like a river. The deeper it is, the less noise it makes.
3. Take life as it happens, but try to make it happen the way you want to take it.
4. They are free who do not fear to go to the end of their thought.
5. Accept me as I am so I may learn what I can become.
6. A great and large heart has no room to hold the memory of a wrong.
7. To be faithful in little things is a big thing.
8. Happy are those who dream dreams and are ready to pay the price to make them come true.
9. The greatest kindness we can offer each other is the truth.
10. No act of kindness, no matter how small, is ever wasted.
11. Do not follow where the path leads. Rather, go where there is no path and leave a trail.
12. Those of you who think you know everything are annoying to those of us who do.
13. Only a free spirit can soar through the mystery of possibility.
14. He who watches the clock will wind up one of the hands.
15. Thunder is impressive but lightning does the work.
16. Store what you must, share what you can.
17. Success depends on knowing how long it takes to succeed.
18. There is no place like here. There is no time like now.
19. Fill life with the splendor of generous acts, the warmth of loving words.
20. Learn by listening. Understand by reflecting.
21. That which grows slowly endures.
22. Ideas don't work unless we do.
23. All glory comes from daring to begin.
24. There is nothing so powerful as the truth.
25. Our principles are the springs of our actions.
26. Happiness is the universal aim of life.
27. I am the master of my fate; I am the captain of my soul.
28. The good man does not grieve that other people do not recognize his merits, his only anxiety is lest he should fail to recognize theirs.
29. God grant me the serenity to accept the things I cannot change, the courage to change things I can, and the wisdom to know the difference.
30. Work, freely undertaken, reflects your love and concern.
31. A wise man thinks ahead; a fool doesn't and even brags about it.
32. We are unique living creatures who contemplate our origins and undertake to design our future.
33. where there is a will, there is a way.
34. Life is a gift to be used every day, not to be smothered and hidden away.
35. We will become what we aspire to become.
36. The human heart feels things the eyes cannot see, and knows what the mind cannot understand.
37. How glorious it is, and also how painful, to be an exception.
38. Happiness is like a butterfly; the more you chase it, the more it will elude you.
39. Be the dream.
40. There is no place like people.
41. There can be no rainbow without a cloud and a storm.
42. No bird soars too high if he soars with his own wings.
43. Open you heart today! So many interesting things await you.
44. A moment's insight is sometimes worth a life's experiences.
45. As soon as you trust yourself, you will know how to live.
46. Merriment comes in sparks, joy in flashes, and happiness in lightnings.

TEN COMMANDMENTS FOR RESOLVING CONFLICT SITUATIONS

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1. Don't lose your temper, you'll lose your point.
2. Remember, you are trying to win an agreement, not an argument.
3. Apologize when you're wrong, even on a minor matter.
4. Don't imply superior knowledge or power.
5. Acknowledge with grace the significance of the other's comment or statement of fact.
6. Know and admit the impact of your demands.
7. Remember that the ability to separate fact from opinion is the mark of a clear mind and reflects intellectual integrity.
8. Stay with your point; pursue your objective but don't devastate.
9. Don't quibble; say what you mean and mean what you say. If you want truth, give it.
10. Bargain in good faith. Your intellect will tell you when you're bargaining and your conscience will tell you whether you have good faith.

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"A MEMORANDUM FROM YOUR CHILD"

Adapted from "The King's Business Magazine"
Published by the Bible Institute of Los Angeles

Re: ME

1. Don't spoil me. I know quite well that I ought not to have all I ask for. I'm only testing you.
2. Don't be afraid to be firm with me. I prefer it. It lets me know where I stand.
3. Don't use force with me. It teaches me that power is all that counts. I will respond more readily to being led.
4. Don't be inconsistent. That confuses me and makes me try harder to get away with everything that I can.
5. Don't make promises; you may not be able to keep them. That will discourage my trust in you.
6. Don't fall for my provocations when I say and do things just to upset you. Then I'll try for more victories.
7. Don't be too upset when I say "I hate you." I don't mean it, but I want you to feel sorry what you have done to me.
8. Don't make me feel smaller than I am. I will make up for it by behaving like a "big shot".
9. Don't do things for me that I can do for myself. It makes me feel like a baby, and I may continue to put you in my services.
10. Don't let my "bad habits" get me a lot of your attention. It only encourages me to continue them.
11. Don't correct me in front of people. I'll take much more notice if you talk quietly with me in private.
12. Don't try to discuss my behavior in the heat of a conflict. For some reason my hearing is not very good at this time and my cooperation is even worse. It is all right to take the action required, but let's not talk about it till later.
13. Don't try to preach to me. You'd be surprised how well I know what is right and wrong.
14. Don't make me feel that my mistakes are sins. I have to learn to make mistakes without feeling that I am no good.
15. Don't nag. If you do, I shall have to protect myself by appearing deaf.
16. Don't demand explanations for my wrong behavior. I really don't know why I did it.
17. Don't tax my honesty too much. I am easily frightened into telling lies.
18. Don't forget that I love and use experimenting. I learn from it, so please put up with it.
19. Don't protect me from consequences. I need to learn from experience.
20. Don't take too much notice of my small ailments. I may learn to enjoy poor health and it gets me much attention.
21. Don't put me off when I ask HONEST questions. If you do, you will find that I stop asking and seek my information elsewhere.

THE BENT TWIG

If a child lives with criticism, he learns to condem.
If a child lives with hostility, he learns to fight.
If a child lives with fear, he learns to be apprehensive.
If a child lives with pity, he learns to feel sorry for himself.
If a child lives with jealousy, he learns to hate.
If a child lives with acceptance, he learns to love.
If a child lives with praise, he learns to be appreciative.
If a child lives with approval, he learns to like himself.
If a child lives with recognition, he learns to have a goal.
If a child lives with fairness, he learns justice.
If a child lives with honesty, he learns what truth is.
If a child lives with friendliness, he learns that the world is a nice place in which to live.

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